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ABSTRACT

Designed to provide consumer and homemaking education teachers with new and creative ideas for meeting the needs of male students, this guide consists of suggestions for developing a classroom environment and teaching strategies to involve males in home economics classes. The first part of the guide covers the following topics: classroom environment, classroom image, public relations, the Future Homemakers of America/Home Economics Related Occupations (FHA/HERO) organization, home economics careers, and instructional materials. Discussed in the second section of the guide are teaching strategies for involving males in home economics classes dealing with the following subject areas: child development, clothing and textiles, family living, food and nutrition, home management and consumer education, housing and home furnishing, and careers. Each chapter in the second part of the guide contains a list of behavioral objectives followed by a series of suggested learning activities for use in addressing each objective. (MN)

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Males in Home Economics Classes: A Teacher's Guide

Developed and disseminated by:

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Table of Contents

	Page
Acknowledgments	iii
Preface	vii
Part One: General Strategies for Involving Males in Home Economics Classes	
Introduction	3
Classroom Environment	4
Classroom Image	6
Public Relations	13
FHA/HERO	16
Home Economics Careers	19
Instructional Materials	21
Summary	24
Part Two: Teaching Strategies for Involving Males in Home Economics Classes	
Introduction	33
Child Development Teaching Strategies	34
Clothing and Textiles Teaching Strategies	74
Family Living Teaching Strategies	82
Food and Nutrition Teaching Strategies	92

Page

Home Management and Consumer Education Teaching Strategies 109

Housing and Home Furnishing Teaching Strategies 119

Teaching Strategies for Careers 128

Selected References 141

Appendix 145

Preface

Males in Home Economics Classes: A Teacher's Guide has been designed to provide consumer and homemaking education teachers with new and creative ideas for meeting the needs of male students while continuing to serve female students. Its purpose is twofold: to provide a classroom environment that will encourage males to enroll in home economics classes, and to provide teaching strategies to challenge, interest, and meet the needs of male students.

The guide is divided into two parts. Part One is concerned with the classroom environment. Information is provided to aid in the sensitive use of facilities, furnishings, classroom language and pronoun usage, public relations, Future Homemakers of America/Home Economics Related Occupations, home economics career information, and instructional materials. Special consideration is given to creating a learning environment free of sex bias and sex stereotyping.

Part Two introduces teaching strategies for each area of home economics which should have special appeal to males. Teaching ideas are presented for child development, clothing and textiles, family living, food and nutrition, home management and consumer education, and housing and home furnishings. Ideas for teaching about home economics careers are also included.

This publication should aid both the new and the experienced teacher in encouraging, promoting, and involving males in home economics classes. Utilization of the teaching strategies should help to make home economics relevant to males and result in better preparing both sexes for the occupation of homemaking.

PART ONE

General Strategies for Involving Males in Home Economics

Introduction

One mission of home economics is to encourage participation by males in all areas of the discipline. The degree of participation by males in vocational home economics education at the secondary level has increased steadily throughout the first half of the 20th century. The dramatic upswing in enrollment in the last decade is a result of the federal legislation, Title IX and Public law 94-482, both of which deal with sex descrimination. The increase in enrollment is also the result of a growing recognition of the roles and responsibilities of homemakers by both sexes as they combine homemaking with careers.

Home economics has a unique opportunity to help male students realize the value of consumer and homemaking education to their personal and career goals. However, some males may not perceive its value, even though changing family roles are documented by research. The evidence shows that men are assuming more responsibility in the home and in parenting as both males and females share breadwinning and parenting roles.

Curriculum in home economics education has progressed far from the stereotypical offerings of "bachelor living" courses for males. Many home economics programs promote the point of view that home economics can help achieve personal and career goals for males as well as females. However, some programs have continued to reinforce the traditional sex role stereotype of the novelty of home economics for males rather than to emphasize its basic usefulness to males. Curriculum revisions which enable males to perceive the usefulness of consumer and homemaking education in achieving personal and career goals and a more stable home life are essential.

The place of the male in home economics classes needs to be recognized as normal and necessary if education is to meet the needs of males whose responsibilities in the home are increasing. The purpose of this section is to provide information to assist teachers in making their home economics classes more relevant to male students. At the end of the section is a Summary of Strategies for Eliminating Perceived Problems of Males in Vocational Home Economics.

In addition to utilizing the information provided in Parts One and Two, valuable information can be obtained locally by surveying male students interested in or enrolled in consumer and homemaking education classes. The questionnaire, "Opinions of Males Regarding Consumer and Homemaking Education," (See Appendix) is a useful tool for obtaining input to strengthen local curriculum.

Classroom Environment

Images created by the home economics department are sometimes the "hidden dissuaders" which keep male students from enrolling in home economics classes. Classroom furnishings which are equally inviting and comfortable for males and females are essential to an environment in which male learners feel welcome. The classroom itself can provide both initial and continuing influences on the formation of positive attitudes toward home economics by males.

SPACE

A classroom environment that expresses warmth, friendliness, and openness encourages males to participate in home economics. When planning facilities, keep both males and females in mind. Consider their interests, needs, and preferences. Select colors, textures, and materials which are attractive and appealing to both sexes.

Plan how space will be utilized for various classroom activities; then arrange the furnishings in a workable, livable arrangement. Keep in mind that a circle or semicircle of chairs encourages discussion and communication among class members. Remember, also, that rows of chairs with yourself positioned at the center gives you eye contact with all students, and aids in keeping students' attention. To make the classroom most conducive to learning, divide the room into specific areas, such as a group discussion center, reading corner, demonstration center, and individual study space. These areas can be defined by furniture arrangements, signs with catchy titles, or dividers. Be sure to allow sufficient space between and in front of furnishings for the comfort of all students. When planning a new department, be sure to plan a flexible, open space.

The clothing and textiles classroom facility should provide dressing areas for both sexes. When space does not allow for more than one dressing area, provide Occupied and Vacant signs which can be used as needed. Hang the signs on cords and place on the doorknob or pin to the curtain serving as a door. Students can turn the sign when entering or leaving the dressing area. Another method for handling limited dressing space is to schedule dressing room times for males and females. For example, schedule the first 15-20 minutes of the class period for females, the last 15-20 minutes for males or vice versa.

FURNISHINGS

Small-scaled, delicate furnishings in pastel colors or floral prints accented by ruffles give a feminine impression to observers. Instead, select furnishings which have a universal appeal. Also consider the varying sizes of students when selecting furnishings, especially for seating and tables. Cutting tables may need to be adjustable in height. Countertops or workables of varying heights may be helpful to prevent back strain. Chairs or stools used at sewing machines should also be adjustable in height.

WINDOW TREATMENTS

When selecting window treatments, avoid pastel colors, ruffles, and floral prints. A more neutral background is provided by Venetian or miniblinds, shades, or pleated draperies in neutral or bold colors. When a new window treatment is planned, involve students in researching appropriate alternatives.

PLANTS

Plants add a fresh lively touch to the home economics classroom. They can be used to demonstrate the use of plants as decorative accessories. Students might even be given the opportunity to learn the value of an indoor herb garden.

Plants can be used in a variety of ways. They can be arranged on window sills, suspended in hanging baskets from hooks in the ceiling, or placed in tubs or large containers on wheels and rolled to various locations. Plants can be part of the window treatment, or be placed on desks, tabletops, or bookshelves.

Plant care has universal appeal. Keep this in mind when establishing housekeeping duties for students. Encourage students who already have interest in plants to share information on selecting, propagating, and caring for indoor plants.

DISPLAYS

Bulletin boards, posters, mobiles, flip charts, flannel boards, folding screens, chalkboards, and display cases, if carefully planned, can enhance the positive image of home economics to male students. Bulletin boards picturing only females in child-caring roles, or display cases showing home furnishings decorated with frilly lace in pastel shades do not portray the image of consumer and homemaking education as useful and appropriate for males or for the trends of today. When planning displays be sure to show both male and female fashions and grooming, depict both males in a variety of roles and activities, and use colors, patterns, and textures which appeal to both sexes. Include people who are short, tall, fat, thin, white, black, brown, yellow, red, attractive, plain, athletic, handicapped, conservative, and not conservative. Show both sexes in traditional as well as nontraditional roles. Select captions which are equally interesting, descriptive, and appealing to male and female students. Have students participate as much as possible in planning and constructing classroom displays.

Classroom Image

The image of home economics should provide realistic motivation for the assumption of multiple roles in the home, in the marketplace, and on the job by both males and females. Careful evaluation of the home economics classroom image should be made to determine whether it encourages male learners to enroll in home economics classes.

SELF-EVALUATION

Teachers' attitudes and beliefs about males and females are given away as they teach. These attitudes and beliefs influence the teacher's language, expectations for students, and assumptions made about individuals. Assuming that males and females have assets and/or shortcomings simply because they are male or female can have a permanent debilitating effect on their lives. When we neither allow nor encourage individuals to explore a variety of interests and talents, we limit their potential just as we would if we withheld nutritious food. Why shouldn't young men be interested in sewing and fashions? Do young men really take home economics just because they like to eat, or might they be seeking a career in food service or developing skills for preparing nutritious family meals? Why shouldn't men who enjoy children work with them or assume a major role in rearing their own?

Such attitudes and assumptions are conscious and unconscious barriers caused by personal, culturally-based biases developed from childhood. These blocks, or mental boxes, established for males and females form the basis for sex role stereotyping. The barriers set up in the individual's mind are the foundation of sexism.

> The word sexism was coined, by analogy to racism, to denote discrimination based on gender. In its original sense, sexism referred to prejudice against the female sex. In a broader sense, the term now indicates any arbitrary stereotyping of males and females on the basis of their gender. . .
>
> Men and women should be treated primarily as people, not primarily as members of opposite sexes. Their shared humanity and common attributes should be stressed–not their gender difference. Neither sex should be stereotyped or arbitrarily assigned to a leading or secondary role.[1]

Some individuals are blatantly sexist while others exhibit more subtle forms of sexism. Teachers must assume the responsibility for examining their own values, beliefs, and attitudes

[1]McGraw-Hill Book Company, *Guidelines for Equal Treatment of the Sexes in McGraw-Hill Book Company Publications* (New York: McGraw-Hill, 1974).

to eliminate even unconscious sexism. Only when personal thoughts and feelings about males and females are examined can sexism be eliminated.

Vocational educators were admonished in the Vocational Education Amendments of 1976, Public Law 94-482, to "overcome sex discrimination and sex stereotyping in vocational programs (including programs of homemaking), and thereby furnish equal educational opportunities in vocational education to both sexes." In addition, consumer and homemaking education was directed to ". . . encourage participation of both males and females to prepare for combining the roles of homemaker and wage earner. . ."

EQUAL ACCESS FOR MALES

Legislation has mandated equal access to vocational home economics for males and females. School personnel have chosen to implement this legislation in a variety of ways. Teachers should assess school policy and practices carefully to determine, if indeed, that programs are accessible to males as well as females equally. The check list, p. 11, can be used to help teachers assess school policies and practices. There should be an adequate number of courses so all students who wish may enroll. This requires an adequate number of teachers to teach the courses offered. Research has been conducted and inservice education provided to assist teachers in providing equal access and in eliminating sex bias and sex-role stereotyping. Information from these sources should be utilized in local planning and evaluation.

NONSEXIST LANGUAGE

Language reveals the most subtle forms of sex bias. Language reveals unconscious sex bias and, in turn, unconsciously perpetuates sex bias. Sexism is built into our use of the English language, and is evident in most teachers' vocabularies.

Most discussion of sex-biased language deals with bias against women. However, in many ways our culture also creates a bias against men. Do you use such phrases as "the homemaker . . . she," "male child caregiver," or "henpecked" (when referring to a man who prepares meals, cares for children, or does housework)? Do you address your class as "girls" or "students"?

Do the assumptions you make about males and females come through loud and clear when you assign housekeeping duties? When you discuss family roles? Counsel students about careers? Do you direct questions related to large purchases, car care, and outdoor tasks to males, while addressing questions about grocery shopping, children's clothes and housekeeping to females? In other words, do you ignore the realities of the changing family roles in today's world?

Considerable research exists to document the premise that sex differences are decreasing slowly due to changing family roles. Therefore, the following guidelines should aid you in developing sex-fair language in your classroom.

- Use sex-neutral or sex-fair language.

Sex-Biased	Sex-Fair
Homemaker . . . she	Homemakers . . . they Homemaker . . . she or he
Food service manager . . . he	Food service managers . . . they
Shopper . . . she/he	Shoppers . . . they Shopper . . . he or she

- Use a neutral term rather than a sex-specific term when describing a family role or an occupation.

Sex-Biased	Sex-Fair
Male child caregiver	Child caregiver
Housewife, househusband	Homemaker
Mother, father	Parent
Cleaning lady, cleaning woman, maid	Housekeeper, custodian
Male fashion designer	Fashion designer
Husband, wife	Marriage partner

(Note: The U.S. Department of Labor has rephrased occupational titles to eliminate sex bias.)

- Alter the order of gender referents, or use a term which includes both.

Sex-Biased	Sex-fair
he/she (only)	he/she, she/he
men and women	human beings people
girls and boys	students, teenagers
husband and wife	spouses

- Include males and females equally in family and career roles.

Sex-Biased	Sex-Fair
Each homemaker present shared her favorite cleaning tip.	The homemakers exchanged information on managing housekeeping tasks.

Sex-Biased	Sex-Fair
Mother should gently bathe the baby with a soft cloth while describing her actions with reassuring words.	The parent should gently bathe the baby with a soft cloth while reassuring the baby by talking about the bath.
When buying a car, a man should consider the following factors.	When buying a car, a consumer should consider the following factors.
An interior designer must work within her clients' budget.	Interior designers must work within their clients' budgets.

- Refer to men and women in a consistent way.

Sex-Biased	Sex-Fair
John Jones and his wife	John and Mary Jones
Men and ladies	Men and women, or ladies and gentlemen
President Reagan/ Mrs. Thatcher	President Reagan/ Prime Minister Thatcher

- Attribute a variety of attributes, interests, activities, and occupations to both sexes.

Sex-Biased	Sex-Fair
Strong men, weak women	Strong individuals, weak persons
Logical men, illogical women	Thinking persons, unthinking persons
Playboy, old maid	Single persons
Breadwinner, housewife	Wage earner, homemaker
Football fan . . . he	Football fans . . . they

Sex-Biased	Sex-Fair
The old man, the old woman	Husband, wife
The better half	Spouse
Henpecked husband, pants-wearing wife	Husband, wife
Just like a man/woman	His/her response was . . .
Sissy	Sensitive
Tomboy	Athletic

EQUAL TREATMENT

Without realizing it, many teachers unconsciously assign traditional roles to males and females in classes. For example, males receive the outdoor cooking responsibilities while fe-

males get cleanup duty. Household maintenance, food preparation, clothing care, and child-rearing tasks should be assigned to males and females equally if they are all to have the opportunity to develop behaviors that will assist them in their changing roles.

Teachers need to develop similar expectations for male and female students. Evaluations of student performance should be equitable. For example, males should be expected to display the same degree of neatness and precision in completing tasks as that expected for females.

Interactions between teacher-student and student-student should be evaluated often in terms of sexist attitudes and behaviors regarding household tasks. Watch for sexist attitudes and behaviors. Point them out when they occur, and discuss their detrimental effects. Teachers can provide positive role models by assigning tasks in the classroom without regard to sex.

Males' Opinions: A Checklist

The check list below is designed to help assess practices which are related to the image projected by the consumer and homemaking education program as being appropriate to male learners. These practices affect enrollments in vocational home economics and contribute to the formation of attitudes about consumer and homemaking education.

	ALWAYS	SOMEWHAT	NEVER
1. Home economics courses are equally accessible to males without class scheduling conflicts with other courses required or frequently elected by male students.	☐	☐	☐
2. Male students are counseled to take home economics courses by guidance or other school personnel counseling students in course selection.	☐	☐	☐
3. Vocational guidance tests given to male students include home economics occupations as options.	☐	☐	☐
4. School personnel consider preparation for the occupation of homemaking a worthwhile endeavor for both male and female students.	☐	☐	☐
5. Departmental exhibits, newspaper articles, and other mass media communications emphasize the appropriateness of consumer and homemaking education for males.	☐	☐	☐
6. Home economics course descriptions published for students, faculty, parents, and/or community members emphasize the appropriateness of consumer and homemaking education for males.	☐	☐	☐

[1] Camille G. Bell and Gloria E. Durr, *Making Home Economics Relevant to Males.* Distributed by Home Economics Instructional Materials Center, Lubbock, TX, 1980.

	ALWAYS	SOMEWHAT	NEVER
7. A male home economics teacher would be acceptable to faculty, students, parents, and community members.	☐	☐	☐
8. Members of the home economics department faculty project an image supporting sex equity in consumer and homemaking education.	☐	☐	☐
9. The FHA/HERO chapter has and vigorously recruits male members.	☐	☐	☐

Public Relations

A well-planned public relations program is essential in developing an image of vocational home economics conducive to male participation. Enrollment in home economics classes, as well as attitudes, can be changed with persistent cultivation of an image that emphasizes its importance and relevance for male students. Public relations activities should be directed toward administrators, faculty, parents, prospective students, and the community.

Suggested public relations activities include the following:

1. Publicize the scope of vocational home economics as preparation for careers related to home economics and as preparation for the occupation of homemaking. Efforts to publicize the scope of home economics courses should be directed not only to students, but also to faculty, other school personnel, and the community. Include both male and female students in both traditional and nontraditional roles in photographs for newspaper articles or slide shows. Involve both male and female students in making presentations to school and community groups.

2. Appeal to the interests of students. Assess departmental offerings to determine if home economics courses are of interest to male students. Periodically survey students to determine whether their needs and interests are being met. Find out why some students choose not to enroll in home economics courses. Utilize their responses in planning publicity to reach such students.

   Develop course descriptions which are applicable to the interests and needs of all students. Review and update them periodically as students' needs and interests change.

   Plan a recruitment campaign which appeals to male, as well as female students. Use posters, displays, student presentations, and personal contacts. Conduct an orientation session or open house to acquaint students with home economics. Show a variety of activities and projects related to all areas of home economics.

   Sponsor a popular student activity such as a "Howdy Party" or "Summer Daze." Be sure students are aware that the home economics department or FHA/HERO organization sponsored the activity.

3. Work with school counselors. Become aware of the counseling practices of counselors and other school personnel. If male students are not being encouraged to take home economics, work with the counselors to inform them of the scope and value of home economics courses for male learners. Help them become aware of changing roles and responsibilities of males and females in home and family life. Emphasize the importance of preparing all students for the occupation of homemaking.

4. Work with school administrators. Keep administrators informed regarding the needs of male students in your classes in terms of furnishings, scheduling, and instructional materials. Work with school personnel responsible for scheduling classes to assure equal access to home economics for males.

5. Involve parents in the home economics program. Work with parents directly to gain support and participation. Work to increase parents' awareness of the effects of sexist attitudes on children. Emphasize the need in today's world for males to develop skills in household tasks and parenting for functioning singly or in the co-management of a home.

6. Involve men in your home economics classes. Include men as speakers, panel members, and sponsors for home economics class experiences and activities. Introduce students to men in home economics careers, including nontraditional ones. Provide role models such as male single parents to illustrate equity regarding household tasks.

   Appeal of home economics to males also depends upon images projected by faculty members within the department. Do home economics teachers project an image supportive of sex equity in home economics? Would a male home economics teacher be acceptable to faculty, students, parents, and the community? Are males treated as capable and interested students, or as novelties in the home economics classroom?

7. Utilize the FHA/HERO organization to recruit males. Involve male home economics students as active members of FHA/HERO. Plan chapter activities which are of interest to male students. Use male FHA/HERO members to help recruit males for home economics classes.

8. Use a variety of media to tell the home economics story. At school, use the school paper, posters, bulletin boards, display cases, assemblies, public address system, and school radio to get across the message that home economics classes are for both males and females. In the community, utilize local newspapers, radio stations, and television stations to illustrate the value of home economics for both male and females. Obtain permission to include an enclosure about consumer and homemaking education in local utility bills. Volunteer to present to community organizations programs involving students. Place posters in store windows. Encourage FHA/HERO members to participate in community projects and charity drives. In other words, be visible, and make your male students as visible as your female students.

   These strategies and others conducted throughout the year can play an important role in publicizing the appropriateness of the home economics curriculum for male students.

FHA/HERO

Future Homemakers of America/Home Economics Related Occupations (FHA/HERO) contributes to the formation of attitudes regarding vocational home economics as an appropriate discipline for males. The overall goal of the FHA/HERO organization is to assist youth in assuming their roles in society through education in areas of personal growth, family life, vocational preparation, and community involvement.

PURPOSES

The following purposes of FHA/HERO have significant meaning for all aspects of home economics, and for all FHA/HERO members:

1. To provide opportunities for self-development, preparation for family and community living, and for employment.
2. To strengthen the function of the family as a basic unit of society.
3. To encourage democracy through cooperative action in the home and community.
4. To encourage individual and group involvement in helping achieve world-wide brotherhood.
5. To institute programs promoting greater understanding between youth and adults.
6. To provide opportunities for decision making, and for assuming responsibility.
7. To become aware of the multiple roles of men and women in today's society.
8. To develop interest in home economics, home economics careers, and related occupations.

INTEGRATION INTO THE CLASSROOM

FHA/HERO is a very important part of the total home economics program and should be considered a co-curricular part of the program rather than an extracurricular activity. FHA/HERO can be integrated into the classroom to reinforce classroom instruction with activities promoted by the local chapter. FHA/HERO allows students to plan, use, and evaluate the skills and knowledge taught in home economics classes. Chapter activities give parents and persons in the community an opportunity to see students applying classroom instruction in a meaningful way to everyday problems. Be sure to include male input to ensure the relevance of FHA/HERO to both sexes and to the changing roles of males and females.

PLANNING AND EVALUATING

The following guides are suggested for both planning and evaluating a quality FHA/HERO chapter.

FHA/HERO experiences help members:

- understand themselves and how they relate to others
- improve home and family life
- prepare for community living as a responsible citizen
- select a job or career
- practice the democratic way of living
- increase skills for employment
- turn interest into action
- direct their own thoughts and actions
- gain experience to help them adjust to the everyday world
- learn how to identify and solve problems

As part of the total vocational home economics education, FHA/HERO:

- increases family knowledge and support of school activities
- improves attitudes of students toward school and learning
- generates enthusiasm
- carries out the school's purpose of preparing employable citizens
- increases school/business relationships
- involves students in decision making for their own learning
- provides home economics teachers with an exciting teaching tool to motivate students, improve attitudes, and provide new learning experiences
- makes school relevant to life, and life relevant to school

FHA/HERO chapter service activities and projects:

- put the community on the map in national publications
- increase the dignity of the occupation of homemaking
- promote the family as the basic unit of society and teach skills which encourage stable family life
- prepare youth for careers
- develop pride in the family and the occupation
- help young people develop self-confidence
- produce citizens aware of the constructive use of leisure time
- increase student participation in civic developments
- help tie school and community together

GETTING GUYS INVOLVED

Integrating FHA/HERO into the classroom could be one of your best tools for encouraging males to participate in the organization. In fact, males may be more likely to join when the chapter meets during class. Many teachers have found beginning the year with a unit on FHA/HERO an effective way to encourage males to join. Males will enjoy participation in FHA/HERO more if they are involved in decision making from the beginning.

Integrating FHA/HERO into the classroom has several advantages. Most important is the way this method helps students relate FHA/HERO activities to class objectives and real life experiences. In addition, it permits younger students in the 7th, 8th, and 9th grades, who might have difficulty attending extracurricular activities, to become involved in the organization. These students are likely to continue FHA/HERO membership. Another reason for integrating FHA/HERO into the classroom is that it allows more students to assume leadership responsibilities.

FHA/HERO advisors should coordinate their efforts in recruiting male members. Enthusiasm for the organization can be stimulated by presenting a coed image at all levels. Many advisors are finding Crusher's Fan Club posters (available from national FHA/HERO headquarters) useful in recruiting males. Reprints of the September-October, 1977, *Teen Times* article, "Everyone is a Homemaker," are useful recruiting tools. Look for cover pictures and articles in other *Teen Times* also. For example, the January-February, 1982, *Teen Times* cover pictures three young men from the Soona High School at Bartlesville, Oklahoma, an FHA/HERO chapter which developed a slide show on their involvement in recruiting male members for their chapter–and those in neighboring schools. Texas has had several male state and area FHA/HERO officers.

FHA/HERO IN THE COMMUNITY

Community activities provide an excellent opportunity to publicize the value of vocational home economics classes to male students. These activities help to present a coeducational image of home economics. Chapter publicity should present both males and females in a variety of activities. Use chapter publicity to help develop the image of home economics as a good educational choice for males as well as females.

FHA/HERO activities provide opportunities to work with parents and to present chapter activities and home economics accurately. Let parents see the benefits of home economics to their sons, and their support should help increase the enrollment of males in your classes.

Home Economics Careers

Many home economics career opportunities await young men in food production, management, and services; institutional, home management, and supporting services; home furnishings, and equipment management, production, and services; clothing, apparel, and textiles management, production, and services; and child care and guidance management and services. The key to arousing interest in these occupational areas may be the information provided in the home economics class. Curricula at the secondary level can help break down the stereotype that home economics is only for females. To do this, the secondary curriculum should focus on the appropriateness for males of jobs and careers in home economics. Having male role models as resource persons in the classroom can promote the field as one appropriate for males. Pointing out opportunities in Home Economics Cooperative Education or Home Economics Pre-Employment Laboratory Education can help males see immediate opportunities in home economics careers.

Emphasizing career opportunities related to each subject area of the total home economics program will do much to help male students gain insight in possible home economics occupations. Suggested objectives are: identifying the education required; identifying skills and personal qualifications needed to succeed and advance; developing an acceptance of the contributions home economics can make to individuals and families; and increase satisfaction with career choice.

AVAILABLE CAREERS

Encourage students to look at home economcs career opportunities, including education; professional and scientific specializations; media specialization; design; manufacturing; processing; service; marketing; merchandising; sales; and administration and management. Business, an aspect often overlooked, offers numerous career opportunities related to home economics.

Within a particular home economics subject area, many career opportunities are available. Clothing and textiles can lead to much more than sewing for a living. Professionals are needed in apparel design, textile design, fashion illustration, fashion design, pattern making, tailoring, display, fashion merchandising, textile testing and research, retail merchandising, alterations, repair, and custom sewing.

Diet therapists, clinical dieticians, food service caterers, food publicists, nutrition researchers, food service administrators, testers of food, and magazine food editors are needed in the area of food and nutrition. Other opportunities include cooks, chefs, waiters, waitresses, dining room attendants, dishwashers, and food service managers.

Careers related to family living offer many options. Professionals are needed in social service work, counseling, and teaching. Other opportunities are companions to handicapped or elderly persons, and social directors in nursing homes.

Child development careers include child care center director, child advocate, foster parent, nursery school director, toy designer, caseworker, teacher, or child care aide.

In housing and home furnishings, options include housing education, housing management, interior design, merchandising, marketing design, home furnishings counseling, and retail buying.

Occupations in the area of home management and consumer education are expanding, especially in the area of consumer education. Professionals are needed for product testing; consumer education; communications; research; home advising; energy resource management; home products development; and consumer management education in banks, financial consulting firms, and other organizations serving individuals and families.

Do not overlook entrepreneurship opportunities in home economics. The challenge of working at, organizing, and managing a business will appeal to many students. Many young persons are interested in developing business strengths necessary for entry into business. The entrepreneurial approach to the world of work will be helpful to students whether they are going to college, going into a family business, or starting their own business. High school graduates as entrepreneurs is a realistic goal in today's business world. Recent surveys show that high school graduates make up a majority in some fields such as apparel retailing. For example, of 400 entrepreneurs attending retailers' workshops, 90 percent had only high school educations.

As students look at career opportunities in home economics, help them to avoid "occupational foreclosure." Too early narrowing or eliminating of career options limits the students' view of opportunities in home economics. Encourage students in long-term career planning. Encourage females to break out of the "Cinderella syndrome," which encourages the "woman on a pedestal" and passivity; and help males to break out of the "macho" image. Help them realize both sexes have the opportunity to pursue any career they choose.

STUDYING CAREERS

Encourage students to analyze career opportunities in home economics by helping them become aware of educational requirements, skills, and personal qualifications needed. Help males to relate their capabilities to home economics careers. Presenting males established in home economics occupations as role models is one way of helping male students to visualize themselves in home economics careers.

Instructional Materials

The image students have of home economics is reinforced by what they see in the instructional materials in their home economics classes. The way men and women, home economics teachers, and home economists are portrayed (or not portrayed) affects the student's view of the program, home economics careers, and homemaking. Instructional materials used in home economics classes should relate to the needs and interests of both males and females.

SELECTION AND USE

The real-life experiences, aptitudes, reading levels, and maturation levels of students will influence the selection of instructional materials. Select instructional materials which are up-to-date, accurate, and interesting to both males and females.

Instructional materials should be useful to both sexes. Clothing textbooks should include construction of male garments. Food textbooks should discuss how to serve an after-the-game buffet as well as a formal tea. Both male and female students need to know how to buy home furnishings and equipment. If textbooks and audiovisuals do not meet the needs of your students, publishers should be notified. No changes will occur until publishers are aware of the needs and desires of home economics teachers.

Both sexes should be challenged by the instructional materials, stimulated by the presentation of more than one point of view, and encouraged to explore alternatives to traditional approaches. Instructional materials should be accurate, and should make distinctions between facts, opinions, and judgments.

Evidence of sex bias and sex stereotyping is often found in the instructional materials used in home economics classes although it has decreased since the 1976 Education Amendments. Male students, may be offended by female-oriented materials which have an abundance of feminine pronouns and illustrations of females shown doing traditionally feminine tasks.

Select instructional materials, from bulletin board ideas to textbooks, to case studies, to test questions, that portray females and males in nonsexist ways. Review all instructional materials for sex bias and sex stereotyping before using. Make sure that materials discuss and illustrate both sexes in similar activities. Both sexes should be shown with a variety of interests, characteristics, and abilities. When instructional materials containing sex stereotyping and sex bias must be used, the evidence should be discussed with students, and the students should be provided with alternatives whenever possible.

EVALUATION

Periodically, evaluate the instructional materials you are using for sex bias or sex stereotyping. Clean out and update files, examine all audiovisual materials, and eliminate exclusive use of the feminine sex on mimeographed materials. Evaluate pronoun usage, illustrations, and sex orientation of the material.

Sex Bias: A Checklist[1]

The following sample check list will help the teacher in evaluating home economics instructional materials for sex bias and sex stereotyping. Teachers are encouraged to use this device frequently and revise instructional materials accordingly.

	ALWAYS	SOMETIMES	ALMOST NEVER
1. Do the learning materials illustrate males/females in a variety of roles?	☐	☐	☐
2. Do the learning materials depict females/males in family/home roles as well as career/employment roles?	☐	☐	☐
3. Do the learning materials show males/females in a variety of careers or jobs?	☐	☐	☐
4. Do the learning materials use female/male or neuter pronouns equally?	☐	☐	☐
5. Do the learning materials portray males in nurturant roles as often as females?	☐	☐	☐
6. Do the learning materials attribute personality traits equally to females/males, such as aggressive, active, independent, gentle, kind, loving?	☐	☐	☐
7. Do the learning materials focus on attractive appearance for males as well as for females?	☐	☐	☐
8. Do the learning materials present grooming, personal care, and dress with a minimum of sex differentiation?	☐	☐	☐
9. Do the learning materials focus on parenting as a role shared by male and female partners?	☐	☐	☐

[1]Camille G. Bell and Gloria E. Durr, *Making Home Economics Relevant to Males.* Distributed by Home Economics Instructional Materials Center, Lubbock, TX, 1980.

	ALWAYS	SOMETIMES	ALMOST NEVER
10. Do the learning materials present interpersonal behaviors with a minimum of sex differentiation?	☐	☐	☐
11. Do the learning materials focus on getting and keeping jobs for both sexes?	☐	☐	☐
12. Do the learning materials include pictures of both sexes?	☐	☐	☐
13. Do the learning materials present a variety of family groups including single adults, single parents, traditional families, and extended families?	☐	☐	☐
14. Do the learning materials present home management as an equal part of the males' and females' roles along with career/employment?	☐	☐	☐
15. Do the learning materials present home arts, crafts, and decoration as an appropriate vocational or leisure-time activity for males as well as females?	☐	☐	☐

Summary[1]

Perceived Problems	Suggested Strategies
1. Classroom environment including furnishings, equipment, facilities, displays, and bulletin boards, reflect a traditional female orientation.	Assess classroom environment. Does the interior design reflect male/female tastes or preferences? Or, are traditional female-oriented colors, fabrics, furnishings, accessories used? Survey male student opinion regarding classroom environment. Enlist males assistance in designing and creating furnishings and accessories that reflect their interests, tastes, and needs.
2. Instructional materials are designed primarily with traditional female orientation.	Evaluate learning materials for sex bias: in illustrations, pronoun usage, roles portrayed for males/females. Develop or use a check list to evaluate learning materials. Work with the school librarian to evaluate and purchase materials that reflect nonsexist attitudes, language, and roles. Point out stereotyped images including materials to students. Discuss possible changes to reduce stereotyping. Use stereotyped materials as examples of traditional behaviors, languages, images that may be harmful and limiting to both sexes. Develop supplementary learning materials including reading materials and audio-visual learning aids to show males in nontraditional roles and environments.

[1] Camille G. Bell and Gloria E. Durr, *Making Home Economics Relevant to Males.* Distributed by Home Economics Instructional Materials Center, Lubbock, TX, 1980.

Perceived Problems	Suggested Strategies
3. Classroom language reflects sex bias.	Evaluate teacher language, particularly use of pronouns in the classroom. Are male or neuter pronouns used as often as female pronouns? Assist students in developing awareness of sexist language. Evaluate student conversations. Point out sexist language, such as teacher–she, doctor–he. Decide upon alternative language to use, and discuss effects of sexist language upon children and adolescents.
4. Vocational home economics courses not equally accessible to males.	Work with department faculty and administrators to make consumer and homemaking education appropriate for all students. Determine barriers to males taking vocational home economics courses in terms of accessibility: times courses are offered, number of courses offered, types of courses offered. Consult with school administrators responsible for scheduling courses to assure courses are offered when males can take them. Survey male students in the school to determine specific course interests, and develop course offerings that will meet interests of males in vocational home economics.

Perceived Problems	Suggested Strategies
5. Image of vocational home economics education centers around production of foods and clothing excluding other subject matter areas in home economics.	Publicize the scope of course offerings in vocational home economics education in various forms of media. Direct public relations to a variety of audiences including prospective students, faculty, administrators, parents, and community members. Evaluate scope of department course offerings in terms of particular interests of males in the school. Publish a departmental brochure available to all audiences of consumer and homemaking education to emphasize the total scope of consumer and homemaking education including all subject matter areas.
6. Male students, parents, faculty, and administrators feel homemaking education is not appropriate for males.	Plan and offer curriculum that emphasizes: parenting. interpersonal relationships that minimize sex differentiation. consumer education and home management. affective behaviors which are appropriate for males/females. career choice without regard to traditional sex expectations. career/home and family responsibility as equally important to both sexes. Utilize student home economics-related organizations to recruit males.

Perceived Problems	Suggested Strategies
	Recruit males for consumer and homemaking education faculty positions.
	Work with parents directly through advisory committees, adult education classes, and agencies to develop accurate perceptions of the scope of home economics and its appropriateness for males.
7. Consumer and homemaking education is not perceived as useful for males in achievement of personal goals.	Plan and implement curriculum that:
	emphasizes emerging male roles in home and parenting.
	stresses family planning in the context of career development for both males/females.
	focuses upon personal health, appearance, hygiene, clothing selection, and clothing care for males as well as females.
	emphasizes variety in family units including singlehood, single parent families, extended family groups, childless partners, communal family groups.
	Assume and explore male interest in home arts including home production of foods, clothing, and home furnishings.
	Balance curriculum emphases on home arts/production with selection, purchase, and use of mass-produced goods and services.

Perceived Problems	Suggested Strategies
8. Home economics is not perceived as a career appropriate for males.	Provide male role models as resource persons in exploring careers in home economics. Arrange work-study experiences for students in the community in home economics occupations. Offer consumer and homemaking education curriculum that portrays the "total" home economics program, not cooking and sewing exclusively. Offer learning experiences to help students gain insight into the kind and amount of education, skills, and personal qualifications needed to succeed in home economics occupations. Compare occupations and advancement possibilities available in home economics and those in other fields. Provide learning experiences that help students develop a clear concept and acceptance of the contributions home economics can make to individuals and families. Assure equal accessibility of consumer and homemaking education for males/females.
9. Nurturant roles for males are not completely acceptable to parents and/or students.	Identify objectives to help males in the development of nurturant behaviors. Include: evaluate the satisfactions and responsibilities of parenthood.

Perceived Problems	Suggested Strategies
	become aware of basic growth and development principles, and influences of on total child's development. accept and work with children with a variety of needs and interests. establish effective relationships with children. recognize the role of parental guidance in the development of children. develop a personal philosophy of child guidance and child rearing. develop respect for children as individuals.
10. Teachers have different expectations for males and females in the home economics classroom.	Assign classroom tasks without regard to sex. Evaluate interactions between teacher-student and student-student for sexist attitudes and behaviors regarding the assumption of household tasks. Expect similar performance from males/females in performance of household tasks in the classroom; i.e., do not expect males to be messy and females neat or males to be clumsy and females well-coordinated. Evaluate performance equitably.
11. Parents object to male/female role-meshing in family and occupational responsibilities emphasized in consumer and homemaking education.	Emphasize home management including dual roles of both partners in the family.

Perceived Problems	Suggested Strategies
	Be aware of and accept prevalent parent attitudes and practices in regard to sex role development of students in the classroom. Accept the home environment as the primary contributor to socialization of students. Plan parent educational programs and courses to help parents become aware of the effects of sexist attitudes upon children. Use a consumer and homemaking education advisory committee to promote understanding of the importance of equal opportunity for males in vocational home economics education. Invite parents to serve as resource persons in the classroom to present a variety of opinions regarding role-meshing of family and occupational responsibilities.

PART TWO

Teaching Strategies for Involving Males in Home Economics Classes

Introduction

Enrollment of males in home economics has increased greatly during the past decade. Young men are becoming increasingly aware of their need to develop skills as homemakers, parents, and consumers. Home economics teachers must look critically at their teaching strategies to assure they are meeting the needs of today's young men and women. Competitive activities, problem solving, group discussion, peer leadership, independent study, realistic situation exercises, and immediate feedback are instructional techniques which appeal to both sexes. In addition, consideration should be given to attributes associated with males (divergent thinking; analytic, scientific, and spatial abilities) when selecting instructional materials and teaching techniques.

Most teaching strategies can be planned to meet the needs and interests of both males and females. The activities suggested in this section are appropriate for all students. They are included as examples of activities which are especially relevant for males.

Child Development Teaching Strategies

Male consumer and homemaking education students view child development as an important area of study.[1] Their high degree of interest may be reflective of the trend toward more parental involvement by males. Programs should provide learning experiences that encourage males to develop nuturant behaviors enabling them to function successfully in new roles. It is important to assist students in the development of attitudes and skills that promote role identity with children. Child development will help students understand the basic principles of human development, and will provide opportunities for direct contact with children having a variety of needs. Careers for males in child development exist at both paraprofessional and professional levels and should be explored by male students in homemaking education.

Objectives that assist males in development of appropriate parental behavior could include:

- evaluation of the satisfactions and responsibilities of parenthood
- awareness of basic growth and development principles, and influences of parents on a child's total development
- acceptance of and work with children having a variety of special needs–emotional, physical, intellectual
- establishment of effective relationships with children
- recognition of the role parental guidance plays in the development of children
- development of a personal philosophy of child guidance and child rearing
- development of respect for children as individuals.

OBJECTIVE: Prepare a nutritious and pleasing snack for young children.

SNACK TIME

Nutrition is an important area in the study of young children. You might ask a guest speaker to give a presentation on good nutrition for children. You may even specify an area, such as snacks, which you would like the speaker to cover. Your local gas or electric company home economist would be a good source for this information.

To give your students a break from note taking, follow up the guest speaker's presentation by having your students prepare an attractive, nutritious snack for children. This activity should be scheduled just as any other food preparation activity. Allow part of one class period for students to work in groups to plan their snacks and order supplies. Students should also plan appealing ways to serve their snacks. The next day the students should prepare and serve the snacks. Each group may divide into two smaller groups with one preparing the snack and the other creating attractive ways to serve the snack. For example, making attractive serving mats. All snacks should be taste-tested, colorful, and the serving idea evaluated for appeal to children, attractiveness, taste, nutritive value, quality, ease of preparation, etc.

[1]Camille G. Bell and Gloria E. Durr, *Making Home Economics Relevant to Males.* Distributed by Home Economics Instructional Materials Center, Lubbock, TX, 1980.

Serving mats can be made by tracing large pictures of characters from coloring books onto white paper or construction paper. These tracings can be cut out and decorated. Serving mats can also be made by cutting designs in paper towels or napkins.

Snacks might include raw vegetables; vegetable or fruit juices; fresh, canned, or dried fruit; fruit blended in a milk drink; cheese; nuts, granola, and wheat germ; pumpkin seeds or sunflower seeds; peanut butter; crackers; ice cream or sherbet; or cereal products.

Snack ideas for students to prepare:

- Cut a banana into 1" to 1½" chunks and roll in wheat germ.
- Shape softened cheddar cheese or cream cheese into small balls, and roll in chopped peanuts.
- Cut celery into 1" pieces, and stuff with peanut butter or cream cheese. Place raisins on top and introduce as "Bugs on a Log."
- Pit prunes, and stuff with cream cheese or peanut butter.
- Cut bread in various shapes with cookie cutters, and spread with peanut butter or cheese spread.
- Place small pieces of fruit or vegetables on a toothpick to make a fruit or vegetable kabob. (Safest with children five or older)
- Make carob chip cookies with or without nuts.
- Shape peanut butter and powdered sugar mixture into balls, and dip in carob syrup. Roll in nuts or coconut.
- Make fruit punch milk shakes using frozen fruit juices and/or frozen fruit, skim milk, and ice cubes. Combine in a blender. Serve in the slush form.

Decorations or toppings for the snacks can be made with raisins or other dried fruits, nuts, and coconut. Carob can be used as a chocolate substitute. Wheat flour and honey can be incorporated into many recipes.

*OBJECTIVE: **Utilize developmental check list to determine the developmental achievements observed in young children.***

OBSERVING YOUNG CHILDREN

Most young children progress through specified stages of development. The rate at which a child achieves each stage varies with the individual. Each developmental task, such as reaching, grasping, crawling, and walking, is associated with an age range rather than a single age. For example, a child may learn to walk as early as nine months or as late as 15 months, and still be within the range considered normal. *Developmental check lists* and *development scales* can be used to determine a child's place in the developmental sequence.

A developmental check list, such as the one on pp. 45-52, features specific observable behaviors arranged in the usual order of occurence in a child. Approximate age ranges are assigned. To use the check list, the observing adult simply observes the child and checks the

behaviors observed. Developmental check lists are useful in planning experiences which enhance the child's development. The lists may also indicate signs of unusual development. When parent or caregivers notice signs of unusual development in a child, a professional should be consulted.

While developmental check lists can be used by most parents, caregivers, and students, developmental scales must be used by trained professionals. The Denver Developmental Screening Test, Cattell Infant Intelligence Scale, and Bayley Scales are examples of developmental scales. These scales are refined assessment instruments which indicate specific areas of strength and weakness in a child's development. Many times such scales are used to screen children as they enter public schools, or they are used if exceptional development is suspected. The information gained from this type of evaluation helps educators and other child development professionals meet the special needs of children.

To enable your students to use the developmental check list, this activity could be incorporated into a Parent's Day Out program, or other times you have young children in your classroom. Students could use the check list while observing a child, and later determine the child's developmental achievements. Remember the ages given for each stage are only average ages. The main focus of this activity is to allow students to recognize certain developmental stages observed in the actions and behaviors of young children.

OBJECTIVE: ***Relate class lectures to actual experiences with children.***

INTERACTING WITH YOUNG CHILDREN

Children are one of the most attractive features of child development classes. Your students will enjoy actually experiencing children. Many times, however, it is difficult to arrange for small children to be brought into your classroom. Many children also may not act in their usual manner if brought into a classroom for study by a large group of people. A more inviting atmosphere for a child might be an activity with other children where observation is not the main focus. Both your students and the children will find this fun and exciting. Many male students especially enjoy working with children.

Activities will depend on the age child your students are studying and the size and facilities of your classroom. Arrangements could be made with a kindergarten teacher from a nearby school to bring children to your classroom or day care center for a specified period of time. It might be possible for the children to come to your classroom one day a week for a two- to three-week period so that your students can observe different types of behavior and stages of development shown by the children. If your space is limited to one classroom and no other rooms in the home economics department are available, such as the food laboratory or living room area; then arrangements should be made to bring only a small group of children into the classroom. You would also need to divide your students into small groups of five or six so the children are not overwhelmed by your students.

Let one group of students introduce an activity to the children, and then interact with the children to carry out the activity. Other students should observe the behaviors of the children and how the children relate to the students presenting the activity. A different group of students could be in charge of the activity each time a group of children comes to the classroom. Using this arrangement will require that small groups of children are brought into the classroom as many times as necessary for each group of students to develop and present an activity. As an FHA/HERO activity, students might choose to plan and give a party for children with games, favors, food, and tours to acquaint the parents with the home economics department.

Another alternative would be to have your students conduct a Parent's Day Out program. Let the parents leave their child or children in your classroom. Designate a pickup time for the children based on the number of classes in a row studying child development. Three class periods is an ideal number. This allows the parents time to shop and your students time to observe and interact with the children. Be sure not to allow so much time that the children get tired and restless. You will also need to consider the time of day in which the children will be in your classroom. Avoid scheduling children at mealtime. However, if that cannot be avoided, sack lunches could be a solution.

Your Parent's Day Out program could be held one day a week for a four- to six-week period, depending on the length of your child development unit. First you need to decide how many children your classroom can accommodate so that activities can be carried out easily. You must also decide on an age limit and age range for the children. Have your students advertise the program. Design posters to be placed in local stores and laundromats. Your students may know parents with small children to whom flyers could be mailed or delivered. Whatever advertising system you devise, you will need to have a reservation or sign-up list available so that you do not get too few or too many children on any one day. Since this child care service will be provided at little or no charge, you will probably get a good response. It might be necessary to charge fifty cents to one dollar per child per day to cover the costs of supplies. However, if your budget permits, you may choose not to charge for the service.

After determining which program is most useful for your classroom situation, students can begin preparation of activities. All activities should be designed so that there are small groups of students working with small groups of children at all times. The activities should be simple and appropriate for the developmental level of the children. If children are to be observed once a week for a four- to six-week period, preparation for activities could be done the day before. The day after the children visit, observations made by the students could be evaluated.

Incorporating programs such as these into your classroom will reinforce and expand information provided in textbooks, and will provide real-life experiences for your students. The parents who bring their children will appreciate the free time your service allows them. Your service also provides the children with a chance to play and build their social character by interacting with others.

OBJECTIVE: Determine developmental stages of young children according to their motor abilities.

MATCHING UP MOTOR SKILLS

Physical development in young children progresses in specified stages. Most young children accomplish certain stages of development in the same sequence, but the rate of development varies with the individual. The part of physical development which involves muscle control and coordination is referred to as motor development.

To introduce the sequence of motor development, give a pre-assessment activity to your students. Use the "From Newborn To Toddler" sketches on p. 53. Make a set of sketches, without numbers, for each student or small group of students. Cut out each block in the sketch so that the 15 pieces can be mixed. Have the students or groups arrange the pictures in the order that they think development occurs. Compare the different arrangements. Guide your students to the correct sequence through a discussion of motor development. The sequence should read: one month, chin up; two months, chest up; three months, swipe and miss dangling object; four months, sit with support; fifth month, sit on lap and grasp object; sixth month, sit in highchair; seventh month, sit without support; eighth month, stand with support; ninth month, stand with support from furniture; tenth month, crawl; eleventh month, walk with help; twelfth month, pull to stand; thirteenth month, crawl up stairs; fourteenth month; stand alone; fifteenth month, walk alone.

OBJECTIVE: Create an educational television program for young children.

TELEVISION: EDUCATOR OR BABYSITTER?

Television programs can influence greatly behavior patterns and values of small children. Therefore, careful consideration must be given to program selection for youngsters. Many current television programs are considered inappropriate for young children since so many of the programs contain violence and an adult theme. Child development experts generally agree that television programs for small children should provide positive learning experiences. Some quality programs for children are available which provide learning experiences as well as entertainment. Adults need to know what makes a good program for children. The following activity will help students understand what must be considered when selecting programs for child viewing.

Ask students to watch and evaluate children's TV shows to get an idea of the format and activities of children's programs. Background reading on children's television will help students make their evaluations. After students are familiar with children's shows, divide

the students into groups to plan and write a script for a children's TV program. Some suggested topics for the scripts are nutrition, family relations, citizenship, and health. Small classes may choose to work on only one program while larger classes may be able to produce more than one. Before writing the script, students should decide on format, target group, and theme of the program. Students will act in and direct the show they have prepared.

If possible, videotape the program to be shown to children of the appropriate age. If it is not possible to videotape the program, arrange to present the program live to children. Check to see if local TV stations might be willing to air the program, or present it at a local elementary school, day care center, or library.

OBJECTIVE: ***Develop and give a presentation which will inform people about child abuse.***

CHILD ABUSE

Child abuse occurs more frequently than many people realize. Unfortunately, most incidents are not reported. If more people are aware of the occurrences of child abuse and can recognize the signs of possible abuse, perhaps more incidents would be reported. The problem can only be remedied if individuals report their suspicions and the child abusers receive the necessary help. Child abusers come from all walks of life and cannot be characterized by any one set of traits. After students have researched the topic, the following activity will help them be more aware of the problem.

After compiling all their research, the students could plan a presentation for a school assembly, or for a program for an adult group such as the PTA. The presentation should explain the seriousness of the problem. Some statistics on the frequency of reported cases in recent years along with projections of the number of unreported cases will capture the audience's attention and emphasize the importance of the presentation. A distinction should be made between child abuse and discipline of a child.

The signs of possible child abuse, such as burns and bruises, could be listed on posters or transparencies. The complex causes and effects of the child abuse cycle should be examined along with a review of how this cycle can be broken. Include an explanation of how to report suspected cases of child abuse. Some states have a law that individuals suspecting child abuse must report the case to the authorities. The presentations should stress how adults can find the help and support they may need in order to prevent or stop child abuse. A description of how a child's development and future life is influenced by abuse may be an alarming revelation to the audience. Many child abuse films are available which could supplement the presentation. If possible, include a guest speaker, such as a social worker who works with child abuse cases. An interesting angle for the presentation could be how parents and children are helped once the child abuse case goes to a social worker.

The presentation might conclude with students distributing a brochure or flyer which they have made covering the main points of the presentation. The "Child Abuse Hot Line" phone number for your state should be included on any handout materials.

OBJECTIVE: Develop and use a check list for child-proofing a a home or child care environment.

CHILD-PROOFING FOR SAFETY

Every year thousands of children are injured or become ill due to accidents in the home. Most of these accidents could be prevented if the adults caring for the children had taken steps to child-proof the home. Child-proofing means arranging the home or child care environment so that all potentially hazardous materials are out of reach.

Ask students to get down on the floor to the child's level. As they look around, have them name potential hazards for young children. Some adults make the mistake of underestimating the capacity of a young child. One day a parent may find a toddler climbing from a chair onto the kitchen counter to reach a knife when the day before the toddler couldn't even climb into the chair. This activity will help students become more aware of the safety needs for young children. Child-proofing is not only important for safety reasons. Child-proofing also relieves parents and caregivers from saying constantly, "No, no." Having freedom to explore safely is important for a young child's development.

Ask your students to research child safety and compile a check list which might be titled, "Checking for Child Safety." The list can be used to evaluate a home or child care environment for child safety. The list should include items such as being sure that all electrical outlets are covered; that electrical cords are out of reach or secured; that small items which might be swallowed are absent; that sharp items such as knives, scissors, and razors are out of reach; that poisonous household chemicals are out of reach and preferably locked away; and many others.

The students can use the check list in several ways. They might evaluate the safety of their own homes and write down all that would have to be done to child-proof them. Before children are brought into your classroom for any activity, the students could use the list to check the safety of that environment. An interesting activity would be to prepare your classroom with some child safety hazards before your students arrive. You might place small objects around the room, a hot drink on the edge of a desk, a poisonous plant on the floor, or broken glass in the wastebasket. After the students are seated, tell them that there are a number of child safety hazards around the room. Ask the students to explore the room using their check list. Students may be surprised to find how easily some safety hazards are missed.

OBJECTIVE: Design a toy to promote the development of a young child.

DO-IT-YOURSELF TOYS

Children need guidance to help them develop socially, emotionally, physically, and intellectually. Toys and play equipment are one type of guidance tool. Your students will enjoy a short unit on the kinds of toys that promote the developmental processes of children at specific ages. This unit will be enhanced if you bring in toys and play equipment available in stores, and then have your students make their own toys. In this way they will be able to compare the quality of the toys, their use, and their cost.

Many items can be homemade, such as decorated nesting cans; puzzles cut from wood or cardboard; "feel" books; a cardboard shoe with holes for lacing; a pegboard; a fabric doll with clothes that have large buttons, snaps, a zipper, and/or laces or bow ties; mobiles; push-pull toys; sock dolls; wooden blocks for stacking; and many others. Directions for making some toys are on pp. 54-67. All of these toys are made from common household items including empty cans, plastic or wooden thread spools, empty egg cartons, cardboard paper towel or toilet paper rolls, old socks, scrap wood pieces that have been sanded, fabric remnants, empty boxes, and jar lids. Your students should be able to bring many of these items from home. You will need to supply nontoxic paints, markers, and glue for completion of the toys. For students who choose to make a wooden puzzle or toy, you may need to make arrangements with the wood shop teacher. A student who can use woodworking equipment might use school equipment to make the puzzle or toy, or the shop teacher might do it for you.

Play dough is a favorite of young children and can be made by your students. Play dough can be made by using 2 cups flour, ½ cup salt, about 1 cup water, 1 tablespoon vegetable oil, and food coloring (optional). Mix flour and salt. Add oil and water, and knead until the dough is smooth. If the dough is too stiff, add more water. Add food coloring as you knead. This clay, actually a dough, can be stored in a plastic bag or airtight container in the refrigerator.

As your students construct their toys, have them keep in mind safety rules for toys. Toys made or purchased should also be suitable for the developmental level of the child. The student should be able to tell what developmental area(s) will be aided by the use of this toy. You may want the students to write short evaluations of their toys to be turned in, and/or students could introduce their toys to the rest of the class. Evaluations and presentations should include the age child for which the toy is designed, what developmental tasks the toy will help the child accomplish, and built-in safety features of the toy. Students should also compare the cost of the homemade toy with a commercial toy.

Put the homemade toys to good use. Students might use them on occasions when young children are visiting your classroom, or donate them to a local nursery, preschool, or kindergarten. Your students will enjoy making and trying out the toys as much as the children for whom they were designed.

OBJECTIVE: Develop learning aids for young children

BOOKS ARE FOR READING

Motor skills develop in a sequential pattern. Opportunities need to be provided to help children develop these skills. After studying the stages of development, have students make cloth books that will help children develop find motor skills. After the books have been completed, they may be donated to the school kindergarten or another child care facility.

Books can help children develop motor skills and experience words, textures, or numbers. The motor skills book can include a variety of fasteners, such as Velcro, snaps, buttons, zippers, buckles, and shoelaces. Simple pictures and words could accompany these fasteners. The textures book might include samples of fabrics like burlap, velvet, corduroy, denim, cotton, wool, silk, or crepe, or other materials like sandpaper, wood, tile, or leather. This book would help young children develop skills in recognizing various textures. Textures can be cut in shapes that a child is familiar with, such as cutting a bunny out of fake fur, flower petals out of velvet, or a shoe out of vinyl. Printing the name of the object under the picture will help children recognize words, too. A numbers book can be illustrated with large numbers to help a child learn to count and recognize written numerals. A simple story might be developed to go along with the numbers. Pictures, corresponding to the numbers, can illustrate the story.

Decide on the content of the book before beginning work. Sketch what is to be on the cover and each page. The sketches will be used as a guide. Always use bright colors no matter what the theme of the book is. The size of the books may vary. Keep the book a size easy for a child to handle. A 7" x 9" book is a good size for children to handle. Pages this size will allow room for large pictures and the manipulatives, such as shoelaces which the child can tie.

Cloth books can be made from felt, double-knit fabric, unbleached muslin, old sheets, flannel, or denim. Wax crayons, ball-point paint tubes, or permanent markers can be used to write or draw on the fabric. When a wax crayon is used, the color will need to be set. To set the color, place a sheet of white paper on the design colored with the wax crayon. Iron over the white paper. Do this for each wax crayon illustration. Assorted fabric scraps could also be used for the pictures in the books.

To construct a 7" x 9" cloth book with front and back cover and 13 pictures or manipulatives, follow the directions, p. 68-73.

OBJECTIVE: Examine the potential capabilities of the handicapped child.

UNDERSTANDING THE HANDICAPPED

Nonhandicapped students may find it difficult to understand what being handicapped means. They know that a blind person is unable to see, a deaf person is unable to hear, and that someone who is physically handicapped may be unable to walk, may be without a limb, or may have only partial control of a limb. What many students fail to realize is that most handicapped individuals can learn to function. This is especially true of handicapped children. The more they learn to do for themselves as children, the more they will be able to adapt to a self-sufficient lifestyle.

The following activity will help your students get a feel for being handicapped. Prepare cards with pictures of a wheelchair, a crutch or brace, a pair of glasses, or an ear. Have each student draw a card. Students drawing wheelchair cards will be confined to their chairs for the rest of the class period. If they need to do anything that would require movement to another spot, they must scoot across the floor in their chairs. For those students who drew the brace or crutch cards, you may impose two requirements. If crutches are available, use them. Otherwise a stick may serve as a cane. To provide a brace, tape two wooden splints around the leg so that the student cannot bend the knee. For students who draw cards with a picture of eyeglasses, take a long piece of clear plastic wrap rolled to about 1½" to 2" in diameter, and tie it over their eyes. This creates partial blindness. If you have several students with these cards, you could have half the students use the plastic wrap and the other half place large patches over their eyes for total blindness. Headphones or earplugs can be used to stimulate a partial hearing loss.

After each student has assumed a handicapped role, have all students play a game of "Drop the Handkerchief." After a few rounds of this game, have students discuss the problems they encountered, and the restrictions or limitations they felt. Ask students if they know of games which can be adapted to meet the needs of the handicapped child. Examples: Beep baseball for the blind person; wheelchair basketball for the physically handicapped; light boxes which light up to the beat of the music for hearing impaired; art activities, such as painting, to be done with the toes and feet for those children without upper limbs. Many activities can be played virtually the same way, with the exception of using shorter distances for children who must wear braces and/or use crutches.

If time permits, students can play a game of Beep baseball. All students participating in the game will need to wear blindfolds. Other students can be the noisemakers to guide players to the bases and the ball. The blind folded students hit the ball from a T-ball stand. A student with a noisemaker, such as a bell, follows, the ball and sounds the bell so that a player in the field can find the ball. Another student stands on first base using a noisemaker, such as a tambourine, to guide the blindfolded runner to first base. A student should be

stationed at each base with a different noisemaker to guide runners around the bases. If a player in the field finds the ball before the runner reaches the base, the runner is out. Students guiding the sightless players should instruct them when and where to run. Students should rotate positions so that each student participates as a helper and as a player. NOTE: A Beep-ball, a ball which emits a "Beep" signal, has actually been developed for use by sightless players.

After the students have gained a better insight into the handicapped person's world through these activities, a follow-up exercise might be to have students write a brief report on one type of handicap. They should include the cause, the effect, and any treatment or corrective procedures available to the handicapped child. To ensure that all handicaps are included in the reports, you could have students draw their topics from the handicap design cards.

Developmental Check List

USUAL AGE: 0-4 MONTHS	OBSERVED	NOT OBSERVED	NOTES
1. Smiles in response to a face	☐	☐	
2. Vocalizes (not crying) "ah," "eh," or "coo" sounds	☐	☐	
3. Turns head in direction of a voice	☐	☐	
4. Eyes follow person moving	☐	☐	
5. Lifts and turns head	☐	☐	
6. Stares at dangling object	☐	☐	
7. Responds to noises	☐	☐	
8. Laughs aloud	☐	☐	
9. Discovers hands	☐	☐	
USUAL AGE: 4-8 MONTHS			
1. Rolls over	☐	☐	
2. Reaches for an object with both hands	☐	☐	
3. Sits alone using arm for prop	☐	☐	
4. Uncovers partially covered or completely covered object if saw it being covered	☐	☐	
5. Begins to gain fine motor control	☐	☐	
6. Coos and smiles at mirror image	☐	☐	
7. Discovers feet	☐	☐	
8. Transfers an object from hand to hand	☐	☐	
9. Waves arms, kicks, or arches back to show desire for interesting activity to continue	☐	☐	
10. Has designated preference for people he or she knows	☐	☐	

USUAL AGE: 8-12 MONTHS	OBSERVED	NOT OBSERVED	NOTES
1. Creeps or crawls	☐	☐	
2. Shows a food preference	☐	☐	
3. Places small objects into large containers	☐	☐	
4. Says consonant sounds, such as "da-da," "ba-ba," "ma-ma"	☐	☐	
5. Imitates actions of others, such as making stirring motions with spoon in a pan	☐	☐	
6. Walks with aid of another person or holding onto furniture	☐	☐	
7. Continues an activity that gains a favorable response from others	☐	☐	
8. Understands simple commands such as "no"	☐	☐	
9. Finds a hidden object if saw it being hidden	☐	☐	
10. Uses body gestures to communicate, such as shaking head or holding out arms	☐	☐	
11. Sits well without support	☐	☐	
12. Identifies certain objects	☐	☐	
13. Holds cup in hands	☐	☐	
USUAL AGE: 12-18 MONTHS			
1. Walks alone	☐	☐	
2. Scribbles	☐	☐	
3. Points to object and uses one word to indicate desire for the object	☐	☐	
4. Turns several pages at a time in books	☐	☐	
5. Places objects into another object of same design, such as square block in square hole	☐	☐	

USUAL AGE: 12-18 MONTHS	OBSERVED	NOT OBSERVED	NOTES
6. Identifies body parts when named, such as nose, eyes, feet, mouth	☐	☐	
7. Removes socks and unfastens shoes	☐	☐	
8. Stacks objects	☐	☐	
9. Identifies and names five or more persons, places, or things	☐	☐	
10. Manipulates and unfastens large zippers and snaps	☐	☐	
11. Plays pat-a-cake after demonstration	☐	☐	
USUAL AGE: 18-21 MONTHS			
1. Forms short sentences	☐	☐	
2. Uses words showing ownership such as "my," "mine"	☐	☐	
3. Runs	☐	☐	
4. Matches objects of similar shape or color	☐	☐	
5. Identifies picture of self	☐	☐	
6. Turns one page at a time in book	☐	☐	
7. Explores new surroundings	☐	☐	
8. Removes simple clothing	☐	☐	
9. Walks backward	☐	☐	
USUAL AGE: 2-2½ YEARS			
1. Assembles simple 6- to 8-piece puzzles	☐	☐	
2. Has vocabulary of about 50 words to use and understand	☐	☐	
3. Plays parallel to other children	☐	☐	
4. Feeds self using spoon; may spill	☐	☐	

USUAL AGE: 2-2½ YEARS	OBSERVED	NOT OBSERVED	NOTES
5. May begin to show signs of handedness, right or left	☐	☐	
6. Imitates parental chores, such as raking leaves, sweeping floor	☐	☐	
7. Wants to play a new game again and again	☐	☐	
8. Calls self by name	☐	☐	
9. Places objects on top of one another from largest to smallest	☐	☐	
10. Identifies pictures of object with the object	☐	☐	
USUAL AGE: 2½-3 YEARS			
1. Develops understanding of taking turns	☐	☐	
2. Takes an object apart to put it back together	☐	☐	
3. Understands concept of large and small; compares sizes	☐	☐	
4. Uses 3- to 4-word sentences	☐	☐	
5. Hops on both feet	☐	☐	
6. Feeds self using utensils and glass correctly	☐	☐	
7. Dramatizes simple children's stories	☐	☐	
8. Talks to self	☐	☐	
9. Takes pride in toileting success	☐	☐	
10. Manipulates a button	☐	☐	
11. Asks "why" many times	☐	☐	
12. Plays associatively with others	☐	☐	
13. Dresses self (except for fastening) in dress, shirt, coat, and shoes	☐	☐	
14. Able to draw and tell what is drawn	☐	☐	

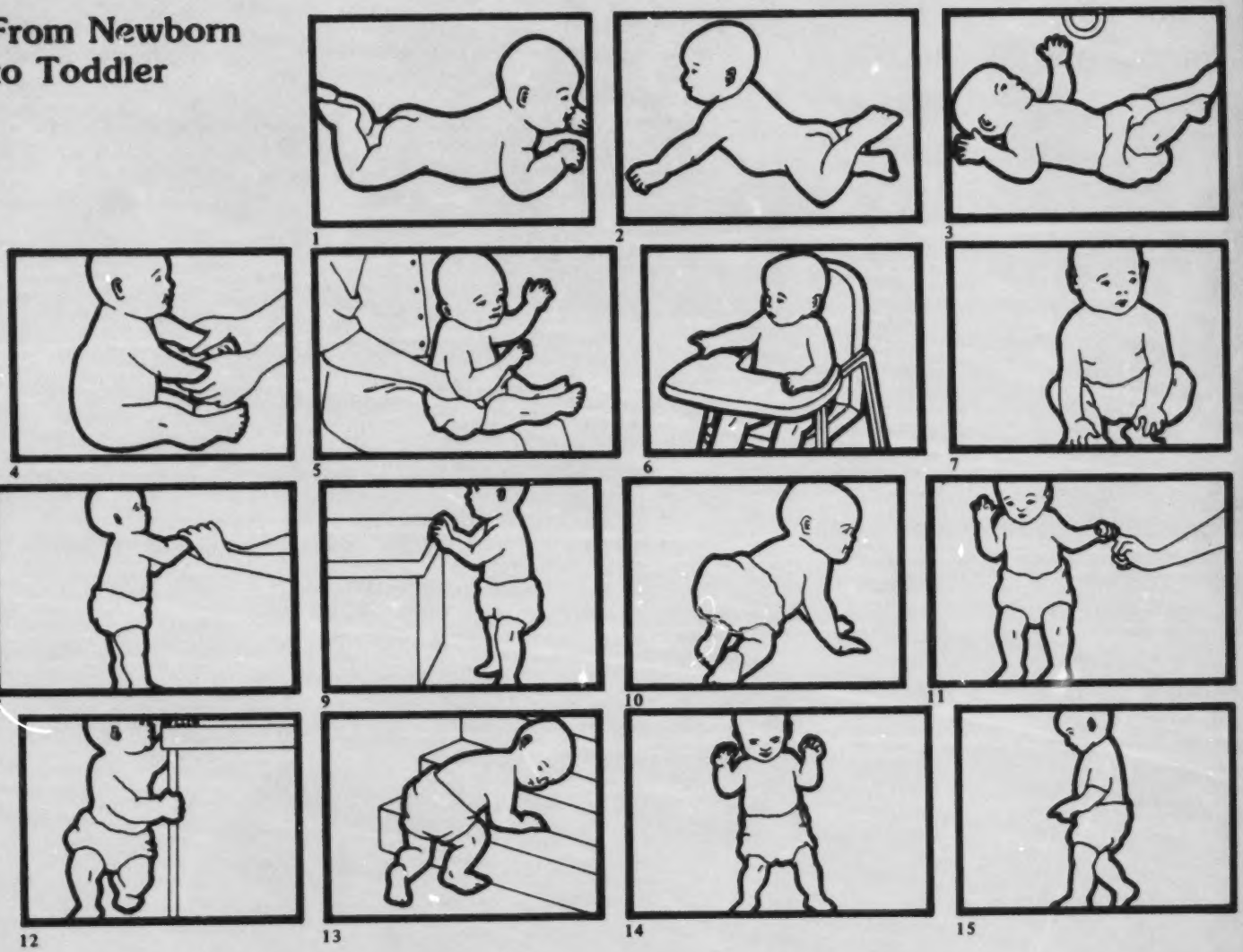
USUAL AGE: 3-3½ YEARS	OBSERVED	NOT OBSERVED	NOTES
1. Identifies primary colors	☐	☐	
2. Determines what to draw before drawing	☐	☐	
3. Catches large ball after it is bounced toward the child	☐	☐	
4. Tells story in book by looking at pictures	☐	☐	
5. Begins to understand time concepts such as "tommorrow," "yesterday"	☐	☐	
6. Models clay and tells what figure is	☐	☐	
7. Hops on one foot	☐	☐	
8. Throws a ball overhand	☐	☐	
9. Uses dramatic play, such as pretending to be an animal, playing house	☐	☐	
10. Plays cooperatively with others	☐	☐	
USUAL AGE: 3½-4 YEARS			
1. Fills own glass using a small pitcher	☐	☐	
2. Tells own age	☐	☐	
3. Tells first and last name when asked name	☐	☐	
4. Compares size of objects, such as "big" and "bigger"	☐	☐	
5. Rides tricycle successfully	☐	☐	
6. Uses toilet with little assistance	☐	☐	
7. Walks on a line	☐	☐	
8. Climbs ladder on slide, and slides down without assistance	☐	☐	
9. Understands and carries out 2 to 4 simple, related directions	☐	☐	
10. Labels and explains a picture or drawing	☐	☐	

USUAL AGE: 4-4½ YEARS	OBSERVED	NOT OBSERVED	NOTES
1. Shows creativity with words, such as making up words to rhyme with others	☐	☐	
2. Combines 2 simple sentences by using conjunctions	☐	☐	
3. Knows own address	☐	☐	
4. Counts to 4 or 5	☐	☐	
5. Draws people figures, usually head first; body parts may or may not be connected	☐	☐	
6. Understands temperature concepts of "hot" and "cold"	☐	☐	
7. Seeks other children to play with	☐	☐	
8. Catches large ball after it is thrown to the child	☐	☐	
9. Understands longer periods of time concepts, such as a week	☐	☐	
10. Dresses and undresses self; unable to tie laces	☐	☐	
USUAL AGE: 4½-5 YEARS			
1. Hops forward continuously without falling	☐	☐	
2. Prints some capital letters	☐	☐	
3. Uses scissors to cut a continuous line	☐	☐	
4. Able to tell story but may not get all facts straight	☐	☐	
5. Recites and sings rhymes and songs	☐	☐	
6. Uses clear, understandable speech	☐	☐	
7. Recognizes seasons and what events occur in a season	☐	☐	

USUAL AGE: 4½-5 YEARS	OBSERVED	NOT OBSERVED	NOTES
8. Able to separate from parent without emotions showing	☐	☐	
9. Asks for help from others when needed	☐	☐	
10. Shares belongings with others	☐	☐	
USUAL AGE: 5-5½ YEARS			
1. Has increased attention span of up to 15 minutes	☐	☐	
2. Skips	☐	☐	
3. Prints numerals 1 to 5	☐	☐	
4. Shows increased balance, such as rope jumping, walking over narrow beam	☐	☐	
5. Stays within lines while coloring	☐	☐	
6. Needs no assistance with toileting	☐	☐	
7. Uses paste and glue appropriately	☐	☐	
8. Runs on toes	☐	☐	
9. Copies geometrical figures drawn by adult, such as a square, circle, or triangle	☐	☐	
10. Establishes predominant use of right or left hand	☐	☐	
USUAL AGE: 5½-6 YEARS			
1. Ties own shoelaces	☐	☐	
2. Prints name	☐	☐	
3. Names correctly penny, nickel, dime, and quarter; may not know value	☐	☐	
4. Counts to 10	☐	☐	

USUAL AGE: 5½-6 YEARS	OBSERVED	NOT OBSERVED	NOTES
5. Relates clock time to daily events somewhat	☐	☐	
6. Repeats picture book story in the same manner as told before	☐	☐	
7. Makes choice of own friends	☐	☐	
8. Learns to play in competitive games	☐	☐	
9. Tells of an event in correct sequence	☐	☐	
10. Carries on conversations with adults	☐	☐	

From Newborn to Toddler



Homemade Toys for Infants and Toddlers

HOMEMADE TOYS FOR INFANTS AND TODDLERS
SAFETY REMINDERS

Remember, anything used with an infant or toddler may be mouthed, so:

1. Use nontoxic, lead-free materials. Be especially careful to read labels on paint, markers, and glue.
2. Do not use toys that have attached or separate small pieces with children younger than two and one-half years old. The separate parts must be just as safe as the whole toy. Look at your toys in terms of how safe they would be if broken or taken apart.

FROM TRASH TO TOYS
SAVE THESE THROWAWAYS

- Aluminum cans (with smooth edges
- Coffee cans
- Cardboard cans with metal caps (concentrated fruit juice cans)
- Empty lemon and lime juice containers (the plastic ones that look like real fruit)
- Milk cartons of all sizes
- Egg cartons
- Aluminum dishes
- Plastic bottles and containers (Be sure they are clean and safe. Do not use bleach containers.)
- Yarn bits
- String and cord
- Ribbon
- Fabric scraps
- Old magazines and calendars
- Wrapping paper
- Empty thread and ribbon spools
- Carpet scraps
- Wallpaper samples
- Match boxes
- Cardboard
- Greeting cards
- Shoe boxes
- Boxes of all shapes and sizes
- Cardboard tubes from wrapping, toilet, or other kinds of paper
- Clothespins (the kind without springs is best)
- Styrofoam trays

Choose some toys from the following pages to construct. You may see some ways you could change or improve the ideas. You may also want to use your imagination to design and make original toys.

SYRUP BOTTLE RATTLE

Age Range: 3-12 months

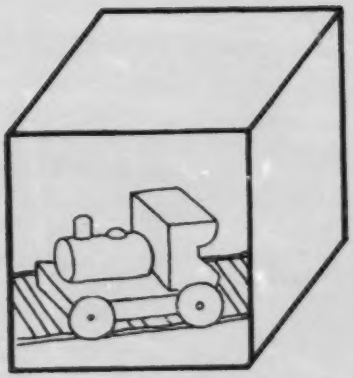
What You Need: small plastic syrup bottle with a handle
(colorful dry cereal)

How to Make:
1. Clean syrup bottle and remove the label.
2. Put about ¼ cup of cereal in the bottle.
3. Screw the lid on tightly. You may glue it on.

How to Use: Use as you would any rattle. Shake it gently in front of the baby. After the baby focuses on it, move it to one side. See if the baby turns his/her head to find the noise. Do not put the rattle into the baby's hand unless he/she is able to let go of the object independently.

PICTURE BOX

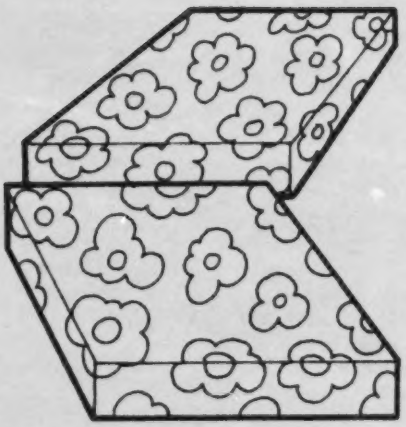
Age Range: 6-12 months



What You Need: heavyweight cardboard box (about the size of a disposable diaper box)
magazine picture of a familiar thing (It should be clear, colorful, and large.)
scissors
glue
paint and brush

How to Make:
1. Paint the box.
2. On one side, glue the picture. Leave the other side blank.

How to Use: This is a remembering game. The caregiver sits on the floor with the box. Show the picture to the child. After the child has noticed the picture, talk with him/her about it. Then hide the picture by turning the box around. The child then tries to find the picture. The child may crawl around the box or turn box around.



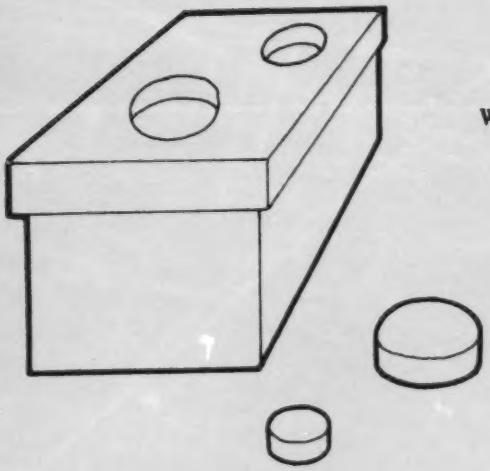
CRAWL-OVER BOX

Age Range: 6-12 months

What You Need: shallow box with lid (about 3" x 12" x 18")
old telephone books or newspapers
brightly colored contact paper
tape
scissors

How to Make:
1. Fill the box with telephone books or wadded-up, individual sheets of newspaper. Make sure the box is packed firmly.
2. Put the lid on and tape the box shut.
3. Cover the entire box with contact paper.

How to Use: Put the box on a carpeted floor area. Infants who are crawling can go over it. Some will enjoy just pushing it around as they crawl.



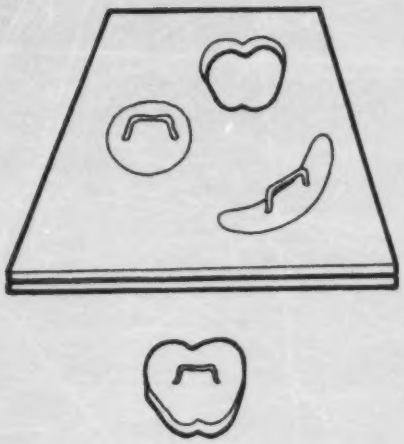
PUZZLE # 1

Age Range: 6-18 months

What You Need: shoe box lid
knife for cutting cardboard
2 round objects of different sizes, such as a tennis ball and a smaller ball or different-sized biscuit cutters with dull edges

How to Make: Cut two round holes in the lid. Make them the same sizes as your objects.

How to Use: This is a good first puzzle for a baby or young toddler. The objects to fit into the holes are large enough to be handled easily by a young child. Let the child experiment with the puzzle independently. Praise the child for her/his efforts. Depending on the child's reaction, you may need to show her/him how to use the toy.



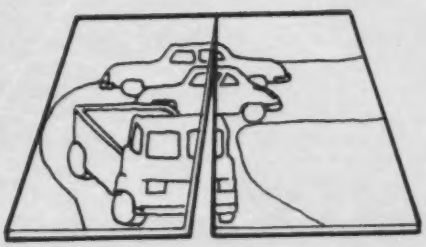
PUZZLE # 2

Age Range: 12-24 months

What You Need: 2 pieces of heavyweight cardboard about 10" x 14"
scissors or knife to cardboard
pipecleaner
glue
pencil

How to Make:
1. On one piece of cardboard, draw a shape, such as a square or a familiar animal.
2. Cut the shape out.
3. Make a loop in the pipecleaner and glue it to the middle of the shape for a handle.
4. Glue the piece you cut the shape from to a whole piece of cardboard.

How to Use: Place the puzzle on a low shelf. Observe the child's use of the puzzle. If the child seems unsure what to do, demonstrate. Show him/her how to lift the piece out and put it back in. Puzzles with several shapes per puzzle can be made as children master the simpler puzzle.



PUZZLE # 3

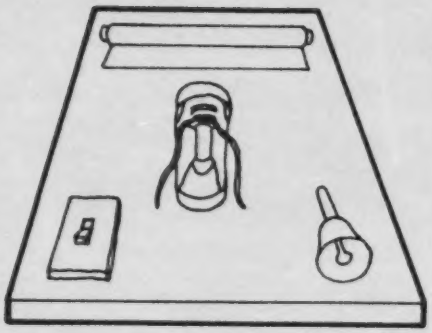
Age Range: 18-36 months

What You Need: a piece of cardboard or tagboard
old magazines, or markers to draw your own picture
scissors
glue

How to Make:
1. Find a large clean picture of something familiar to children or draw such a picture directly onto the cardboard or tagboard.
2. If you are using a magazine picture, glue it to the board.
3. Cut the board into two pieces.

How to Use: Make several so more than one child can use the puzzles. (Use different colored tagboard for each puzzle.) Place on low shelf for child's use. Talk with the child about how the pieces fit together.

Variation: For children who can put two pieces together easily, cut your puzzle into three or four pieces.



LATCH, SWITCH, AND TIE

Age Range: 6-24 Months

What You Need: Lightweight piece of wood
glue
screws, if needed to secure objects to wood
sandpaper
objects a child can manipulate, such as lightswitch, a child's tennis shoe with a shoelace, window shade remnants (You can get these at stores which cut their own shades.), a small bell

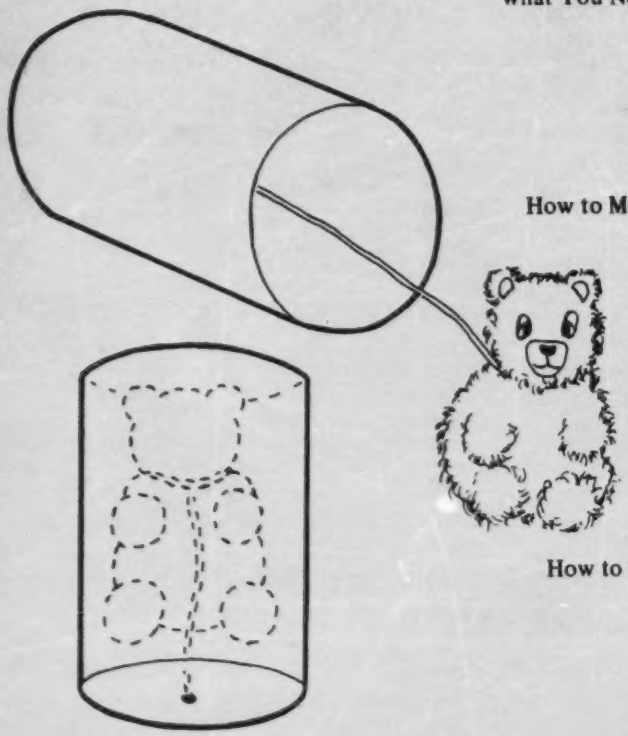
How to Make:
1. Sand the wood until all of the edges and corners are smooth.
2. Glue or mount objects securely to the piece of wood. Objects selected will depend on the manipulative skills of the children in the group.

How to Use: Hold the board or place it on a flat surface while the child uses it. Do not prop it for use. It could fall and hurt an child.

GRASP-AND-PULL

Age Range: 6-36 months

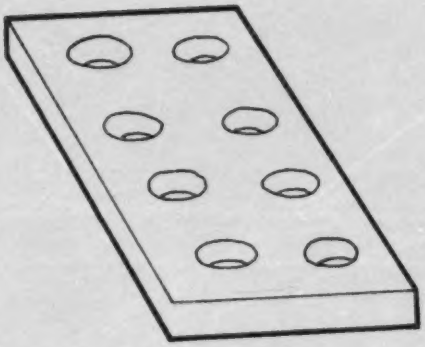
What You Need:
coffee can with a plastic lid
can opener
¼" elastic
scissors
needle and thread
contact paper
small soft toy



How to Make:
1. Cut out both ends of the can. Make sure the edges are smooth
2. Cover the can with contact paper.
3. Cut a strip of elastic the same length as the can.
4. Cut two 1" slits in the center of the plastic lid, about 1" apart.
5. Thread the elastic through the lid. Start on the inside of the lid. Push the elastic up through one of the slits until about 2½" is showing on the top of the lid. Take this short length and thread through the other slit. Stitch this shorter length to the longer length of elastic on the inside of the lid.
6. On the end of the elastic secure a small soft toy. Use a cloth ball or a stuffed animal. The toy should be light enough to be pulled back inside the can by the elastic.
7. Place the lid on the can. The toy will hang down inside the can.

How to Use: This toy provides practice in grasping. The child can grasp the toy inside the can and pull it. When it is released, the toy will pop back inside the can. An adult may need to help by holding the can while the child pulls.

POKE-AND-FEEL BOX



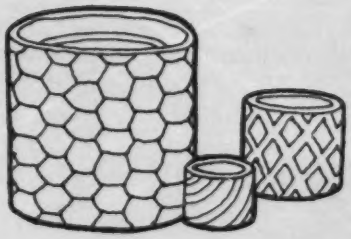
Age Range: 8-24 months

What You Need: flat box with lid (The box should be no more than 1½" or 2" deep.)
glue
textured items such as cotton, sponge, fur, or other fabrics

How to Make:
1. Cut several small holes in the top of the box. These should be large enough for the child to poke in a finger without seeing inside.
2. In the bottom of the box, draw three lines, separating the box into four equal sections.
3. In each section, glue different textured items. Fill one section with cotton, one with a strip of sponge, etc.
4. Put the lid on the box.

How to Use: Show the child how to poke her/his fingers into the holes. Observe her/his response. Talk with the child about the different textures she/he feels.

NESTING CANS

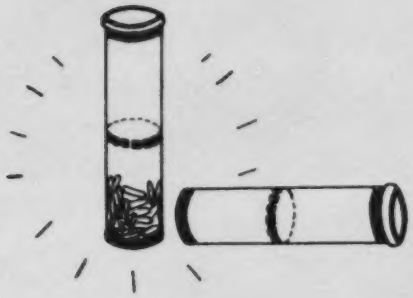


Age Range: 8-36 months

What You Need: 3 or 4 cans (Each one should be a little larger so they will fit inside one another.)
paint or contact paper

How to Make:
1. The cans should be smooth and clean. For safety, use only aluminum.
2. Cover the cans with paint or colored contact paper.
3. If you are making more than one set, you may want to use the same color or pattern on each set. This is not necessary, but will encourage sorting of different sets by older toddlers.

How to Use: Place on a low shelf. When a child indicates interest, talk with her/him about the cans. Talk about taking them out and putting them in one another. At first, the child may not be able to fit them all together. Let the child discover this on her/his own.



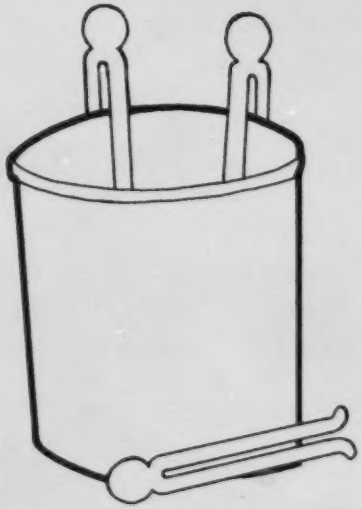
SOUND CANS

Age Range: 12-36 months

What You Need: 4 or 5 cans (Use cardboard cans with metal lids; frozen concentrated fruit juice cans work well.)
large empty thread spools
Cheerios, or other safe noisemakers
glue
scissors
contact paper or fabric in two solid colors

How to Make:
1. Put noisemakers, such as two thread spools or some Cheerios, in some of the cans. Leave other cans empty.
2. Use additional cans as lids. Glue each pair of cans together.
3. Cover all the empty cans in one color. Cover all the "noisy" cans in a different color.

How to Use: Offer all of the cans in your set to a child. Let the child experiment with them. As the child finds the ones that make noise, listen to the sounds with him/her. Talk about the noise. When the child finds an empty can, notice what happens. Some children may come to notice that the color difference is related to the sounds.



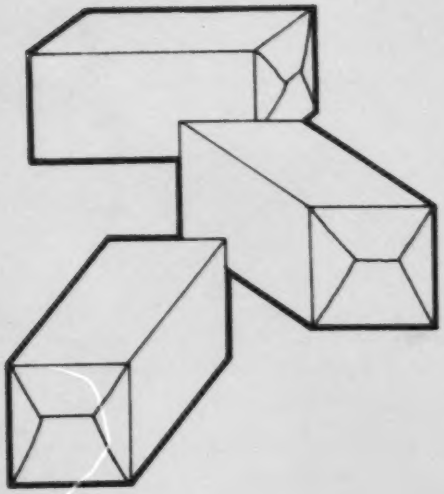
CLOTHESPIN GAME:

Age Range: 12-36 months

What You Need: round clothespins (Spring-style pins can be used with older toddlers.)
coffee cans
paint for cans and clothespins

How to Make:
1. Paint two or three sets of about 10 clothespins. Use a different color for each set.
2. Paint coffee cans, using a different color for each. If you choose, the cans could be covered with contact paper.
3. Clip the clothespins around the top of each can. Use red pins on a red can, etc.

How to Use: Very young children will enjoy dropping the pins into the cans and dumping them out. Show the child how to clip the pins on the can. Don't worry if the child is not interested in this at first. Let her/him use the toy in her/his own way. Different colors may encourage some sorting. However, this is not the focus of the toy for young children. Notice if the child does this, but do not insist.



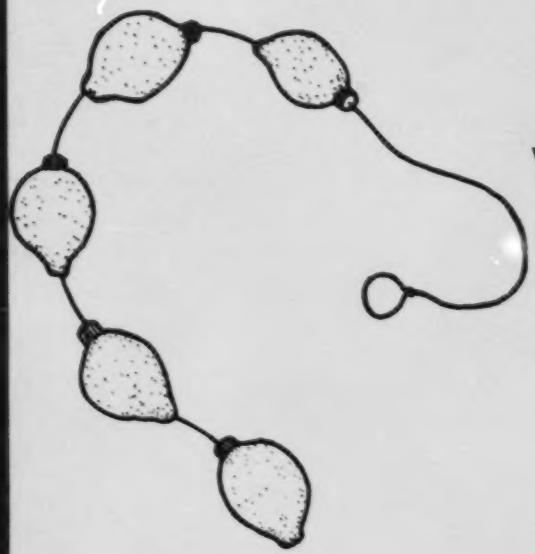
MILK CARTON BLOCKS

Age Range: 12-36 months

What You Need: 15-20 or more milk cartons. Use gallon, half-gallon, quart, and pint sizes.
covering for blocks (contact paper, fabric scraps, etc.)
newspaper

How to Make:
1. Rinse out the cartons and dry.
2. Wad up sheets of newspaper. Stuff the cartons until they are firmly packed.
3. Fold down the spout end so it is flat and the carton is shaped like a block.
4. Cover

How to Use: Place in the area designated for block play. Encourage the children who are interested to build with them. Observe their use of the bocks. Talk with them about their work.



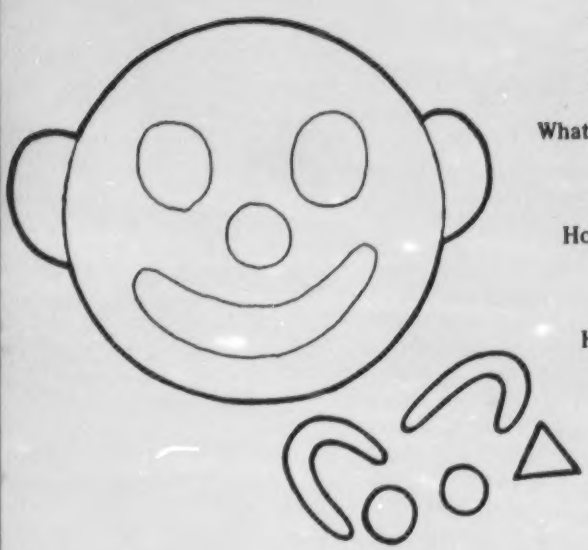
PULL TOY

Age Range: 12-36 months

What You Need: 4 or 5 empty lemon or lime juice containers. (Use the kind that look like real fruit.)
an ice pick
cord

How to Make:
1. Poke a hole in the bottoms of the containers.
2. String the cord through the top openings and bottom holes. String all of the containers together.
3. Tie a knot in one end of the cord. Leave enough at the other end to pull with. Then, tie a knot in this end.

How to Use: Place several pull toys on a low shelf. Observe child's use of toys. If necessary, show him/her how to use the string to pull the toy. Talk with the child about making the toy move or crawl as he/she does this.



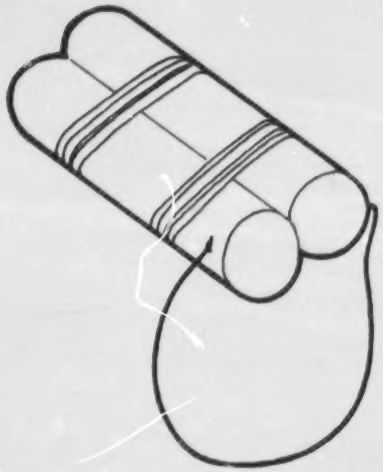
FLANNEL BOARD FACE

Age Range: 18-36 months

What You Need: a piece of felt (about 12" x 24")
scraps of felt of different colors
scissors

How to Make:
1. Cut a big circle from the felt for a face.
2. From felt scraps of differnet colors, cut smaller circles and shapes to represent eyes, nose, and mouth.

How to Use: Ask a child to help you put the large circle on a flannel board. Talk with her/him about faces. Have a mirror nearby. Encourage the child to show you her/his own eyes, nose, and mouth. Explain that the circle is like a face. Show the child the shapes you have cut. Suggest that she/he give the face some eyes, than a nose, and a mouth. At first, the child may put the pieces anywhere on the face. With practice the child will learn where everything goes.



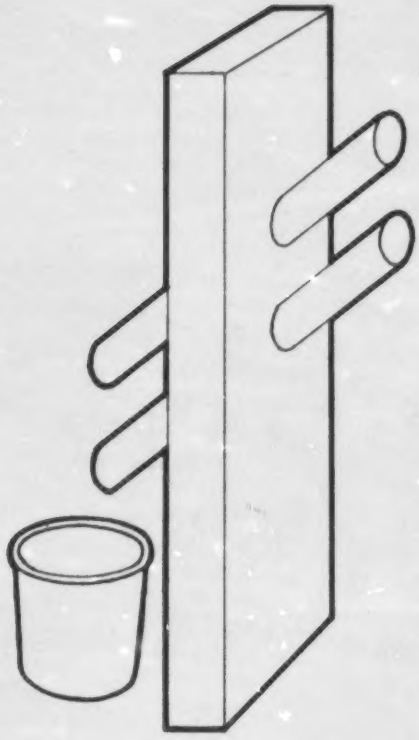
BINOCULARS

Age Range: 18-36 months

What You Need: 2 empty toilet tissue tubes
glue
masking tape
hole puncher
yarn or string
4 paper hole reinforcements

How to Make:
1. Glue the two tubes together, lengthwise, not end to end.
2. After the glue is set, tape the tubes together for a secure hold.
3. Punch a hole about 1½" from the ends of both tubes.
4. Thread the string through the holes to make a holder to go around the child's neck. Allow enough yarn so the child can get it on and off easily.

How to Use: Making several sets of binoculars ensures that everyone gets a chance to use a pair. Put these on a low shelf. When children indicate an interest, show them how to look through the tubes. Ask the children to tell you what they see.



TUBE TUNNELS

Age Range: 18-36 months

What You Need: a tall, thin box (20" or taller)
a cardboard tube, longer than the width of the box
2 coffee cans or other such containers
several balls or toy cars that will fit in the tube
scissors

How to Make:
1. Cut two holes in opposite sides of the box. Cut them at different levels. Make them the same size as the ends of the tube.
2. Place the tube through the holes. Glue in place if necessary to hold.

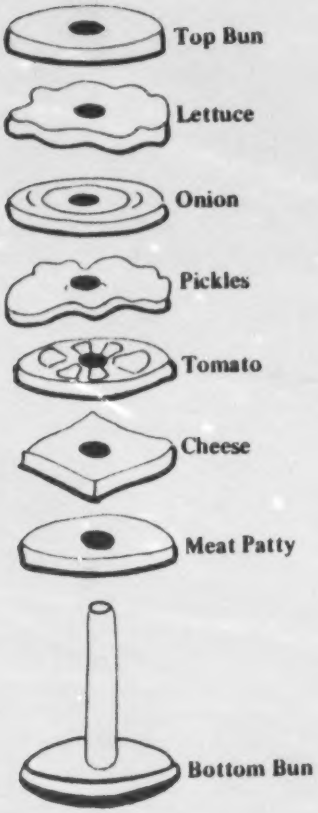
How to Use: Give one child a can of balls or cars. The child puts them, one at a time, in the higher end of the tube. Someone at the other end is ready with a can to catch the toy. The can should be deep enough so the toy is not likely to hit it and bounce out. A coffee can makes a good sound to let the child know the toy has been caught at the other end.

Variation: Use two tubes of different diameters. Provide a can of larger toys and smaller toys. This can reinforce the concept of "big and little."

CHEESEBURGER STACKING TOY

Age Range: 18-36 months

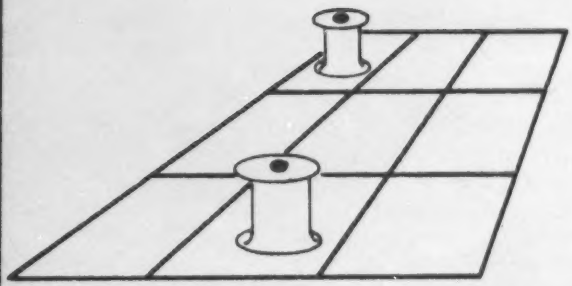
What You Need: plywood scraps (about ½" - ¾" thick)
wood dowel (about 7" - 8" long)
nontoxic paints
jigsaw for cutting wood



How to Make:

1. a. Cut round shapes from wood to represent a bun, meat, tomato, cheese, and pickle. You will need 2 bun pieces.
   b. Cut square shape to represent cheese.
   c. Cut irregular shape to represent lettuce.
   d. Cut a hole in the center of each piece.
   e. Stack all pieces, insert dowel, and mark. Cut dowel appropriate length.
2. Sandpaper to smooth rough edges on pieces, and ends of dowel.
3. Paint with nontoxic paints, using appropriate colors. Details can be painted in.
4. Glue the dowel into the bottom bun.

How to Use: Ask the child to help you stack the pieces on the dowel. Talk with the child about making the cheeseburger. Name the food items as they are placed on the dowel. At first, the child may put the pieces in any order. With practice the child will learn to start and end with the bun pieces when building a cheeseburger.



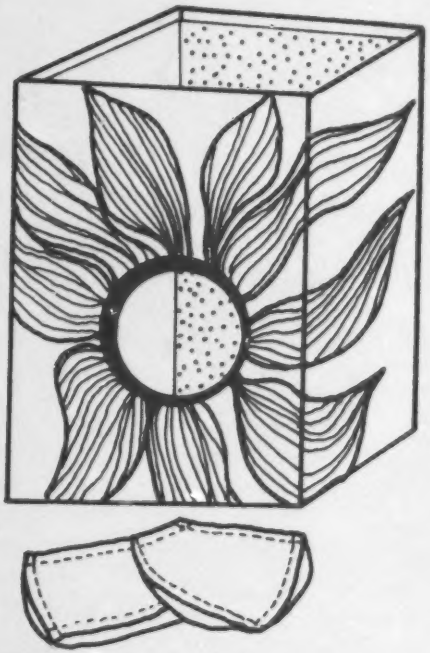
COLOR BINGO

Age Range: 4-6 years

What You Need: cardboard or poster board cut into 8" x 10" pieces
nontoxic markers of various colors
wooden thread spools or similar objects

How to Make:
1. Make bingo cards using different colored squares.
2. Cut poster board into 8" x 10" squares for bingo cards. Divide each bingo card into nine sections of equal size. Use nontoxic markers to color the squares different colors. Use wooden thread spools for tokens.

How to Use: One person calls out one color at a time. Children are to check for a square of that color on their bingo card. If they have a square that color, they place a token on that square. The first child to cover all nine squares yells, "Bingo!" This activity helps children learn to recognize colors.



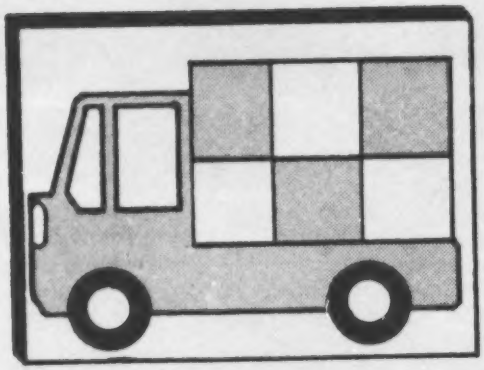
BEAN-BAG TOSS

Age Range: 4-6 years

What You Need: fabric scraps cut into 4" x 6" pieces
dried beans, rice, small gravel, or other weighted stuffing
large cardboard box (toilet tissue box, washing machine box, etc.)
nontoxic markers

How to Make:
1. Cut fabric scraps into 4" x 6" rectangles.
2. Place wrong sides together and make ½" seams by machine on three sides. Leave one side open for stuffing.
3. Turn the bag right side out. Fill the bag with any weighted stuffing, such as dried beans, split peas, rice, small gravel, etc.
4. Turn open seam allowance inside the bag. Pin and machine stitch on outside of bag 1/8" from the edge to close bag securely.
5. Use a large cardboard box for the target. Weight it with books so the box won't move.
6. Make a design on the front of the box. A design that might be used would be a flower with the center cut out. Cut a hole in it large enough for children to toss the bean-bags into.

How to Use: Children stand a designated distance from the target. Each child has three chances to toss a bean-bag into the target hole. After each child has had three chances, the next child takes a turn.



WOODEN PUZZLE

Age Range: 3-6 years

What You Need: 2 pieces of ¼" thick wood 12" x 15"
coloring book for designs
nontoxic paints
wood glue
jigsaw for cutting wood

How to Make:
1. On one piece of wood, transfer a simple design from a coloring book. Choose a design that could be divided easily into five to eight pieces.
2. Using the jigsaw, cut around the outside edges of the design first. Be sure to cut through the border edge only once.
3. Glue border edge to the second piece of wood. Make sure all edges are even.
4. While the glue is drying, cut the design into several pieces. Sand edges so they are smooth and free of splinters. Paint each piece with nontoxic paint according to the design.
5. Sand and paint the puzzle board with nontoxic paint.
6. When dry, place puzzle pieces inside the design.

How to Use: Let children work puzzles at their own pace and degree of interest. Leave the puzzles in an accessible area.

BUBBLE MACHINE

Age Range: 4-6 years

What You Need: small Styrofoam cups
drinking straws
bubble blowing mixture

How to Make:
1. Cut a small hole in a Styrofoam cup ½" from the bottom. A pencil may be punched through the cup to make the hole.
2. Cut a regular drinking straw in half. Insert straw-half into the hole in the paper cup.
3. Place a small amount of bubble-blowing mixture in the bottom of the cup. Nontoxic mixes are safer to use than dishwashing soap and are not costly.

How to Use: The children should be instructed to blow only into the straw. Children blow into the straw. The air makes the bubble-blowing mixture bubble up.

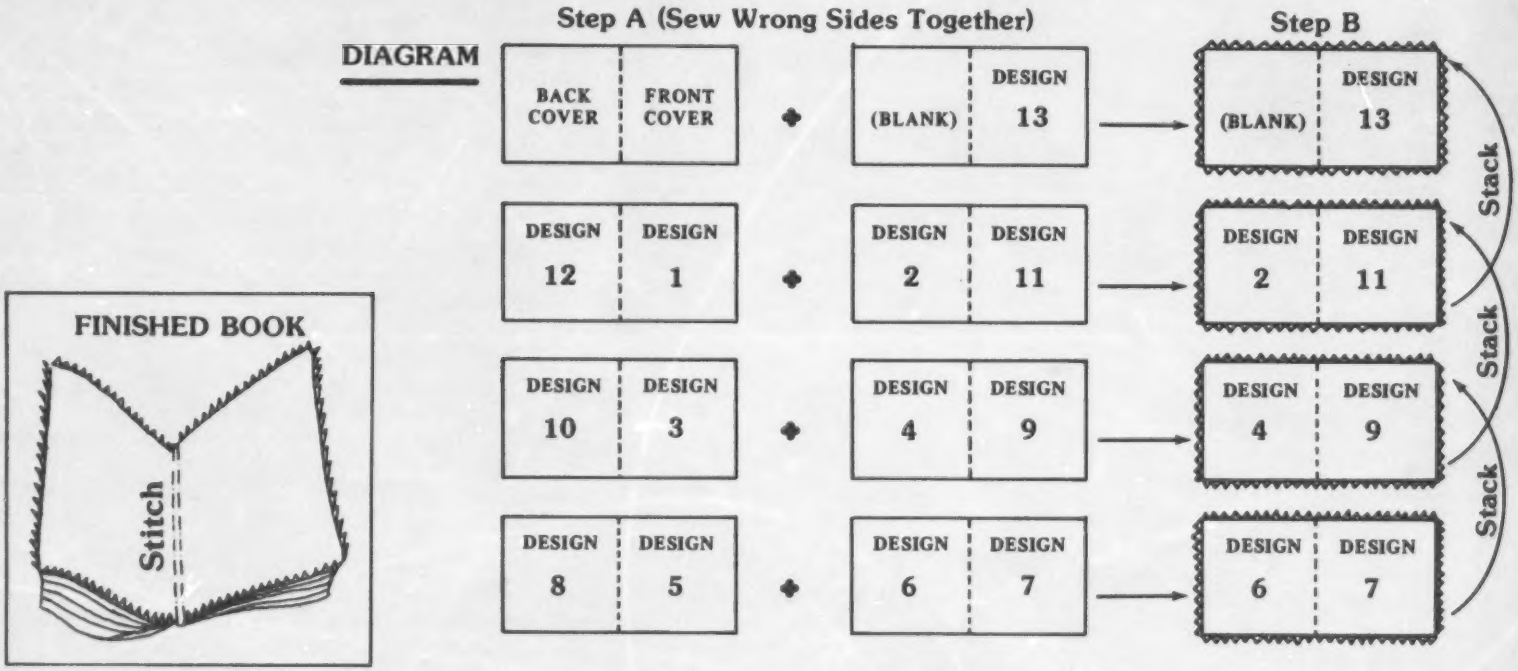
Cloth Book for Young Children

To construct a 7" x 9" cloth book with front and back cover and 13 pictures or manipulatives, follow these directions:

1. *Cut fabric.* Cut eight pieces of fabric, 14" x 9". Use a nonraveling fabric such as felt or double-knit. If fabrics with a tendency to ravel are used, clean-finish the edges of the book pages before pages are sewn together.

2. *Mark center seams.* On the right side of the fabric, mark lightly the center seams with chalk, pins, or tailor's tacks. This will help students plan each page for a 7" x 9" space.

3. *Plan and construct pages.* Use the diagrams below to help you plan the pages of the book. There will be 13 pictures or manipulatives. Place the 13 pictures on the pages in the diagram marked design. Some design ideas are on pp. 70-73. Felt canvas and other fabrics can be sewn on the pages when marking the pictures. Zippers, snaps, buttons, shoe laces, etc. should be used in the designs. Encourage students to use their own ideas.



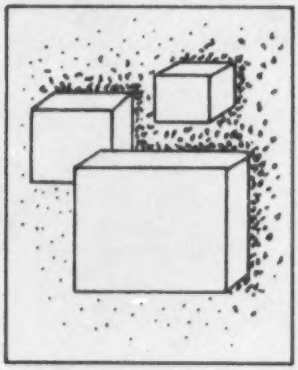
4. *Sew pages back to back.* Following Step A in the diagram on the previous page sew two pages together with wrong sides of the fabric together. Finish seams by pinking unless they were previously clean finished. Pages can be stiffened by sewing interfacing to the back of one of the pages they are sewn together.

5. *Construct book.* Refer to Step B in the diagram on the previous page, and stack the double-thick pages in order. Sew all the pages together by stitching down the center seam line. Some students may prefer to bind the edges of the pages rather than leave the edges pinked or clean-finished individual pages about 7" x 9" can be made and stitched with seam binding. Students can also use metal eyelets and connect the pages with metal rings, ribbon, or cord.

Design Ideas for Cloth Books

Ideas for Skills Book

Stack the Blocks

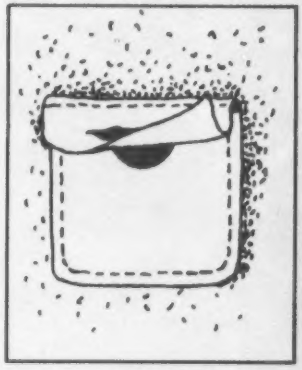


VELCRO UNDER BIG BLOCK. ATTACH TO PAGE WITH A STRIP OF FABRIC.

Snap the Purse

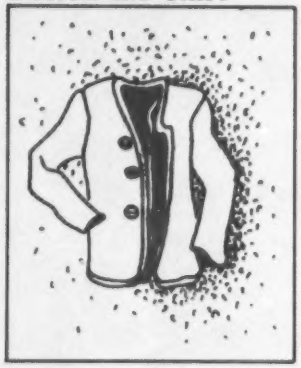
LARGE SNAP UNDER FLAP

Button the Pocket



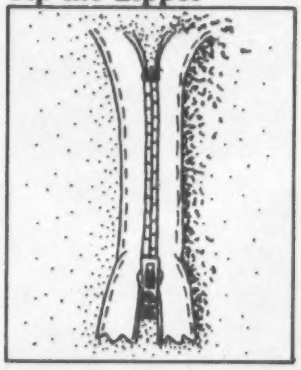
LARGE BUTTON ON POCKET

Button the Shirt



MEDIUM SIZE BUTTONS ON SHIRT FRONT. MAKE SO THAT THE SHIRT OPENS.

Zip the Zipper



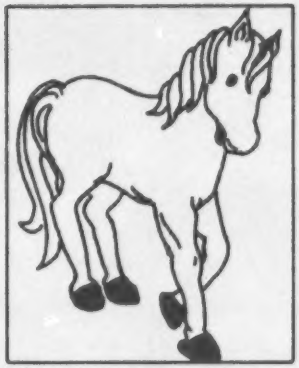
USE LARGE DECORATOR ZIPPERS WITH LARGE PULL RINGS. ATTACH TO STRIPS OF FABRIC, THEN ATTACH EDGES OF STRIPS TO THE PAGE SO THE ZIPPER IS EASY TO OPERATE

Tie the Shoe

USE CANVAS TYPE FABRIC. MAKE FLAPS AND EYELETS LOOSE SO THAT THE SHOE CAN BE LACED AND TIED.

Ideas for Texture Book

Horse



VELOUR FOR THE HEAD, AND FUR FOR THE MANE

Boot

VINYL

Bunny

FAKE FUR

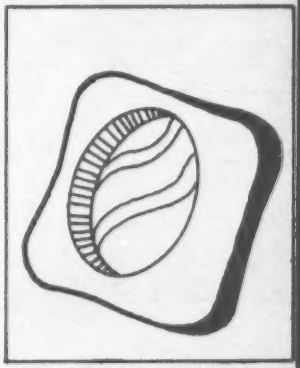
Flower

VELVET FOR PETALS

Balls

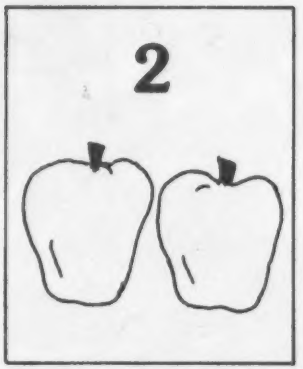
VINYL FOR BALLS

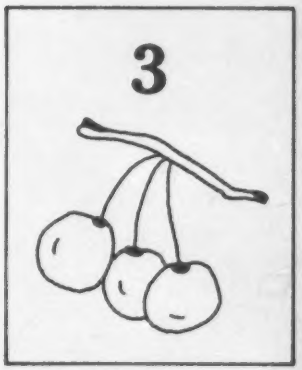
Baby

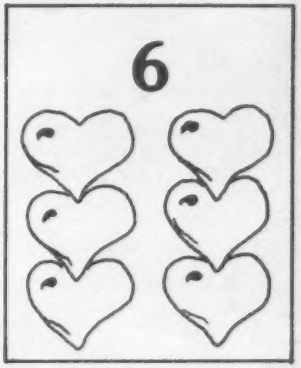


UNBREAKABLE MIRROR OR ALUMINUM FOIL FOR MIRROR

Ideas for Counting Book







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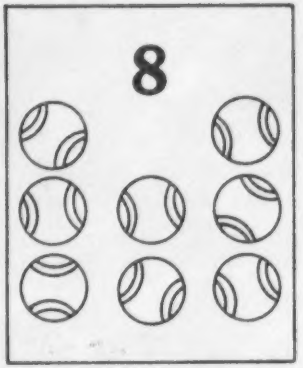
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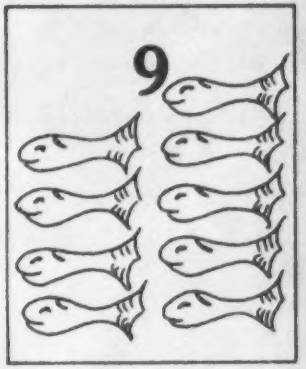
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10

Clothing and Textiles Teaching Strategies

Special attention to the development of curriculum in clothing and textiles is needed to help male students perceive the importance and benefit of developing knowledge and skills in clothing and textiles. The following emphases are suggested as appropriate for males in clothing and textiles:

- personal appearance
- selection, purchase, and care of clothing
- clothing construction projects that appeal to male interests and needs
- avocational interests in clothing-related fields
- careers for males in clothing and textiles.

The innovative teacher should be alert to clothing and textile needs of males. There is a need for flexibility. Effective instruction also needs to consider values of parents and the community as a whole. Acceptable emphases may vary depending upon practices and mores regarding dress in the community.

OBJECTIVE: Demonstrate the correct procedures for tying knots in ties and scarves.

TYING IT TOGETHER

A short, fun activity for students is learning to tie ties. Ties of all styles, colors, and fabrics fabrics are used to accent men's and women's fashions. Female students will benefit by learning how to achieve the tailored look, or the more sophisticated, polished look now popular. Male students may benefit most if this activity is presented a day or two before an important banquet or prom. The boys will probably be nervous, especially if they have rented tuxedos to wear.

Some of the most popular types of tie knots are the four-in-hand, half-Windsor, full-Windsor, and bow. Directions on how to tie ties and scarves are on pp. 80-81. Be sure you can tie the ties and scarves before attempting this activity. Personnel at a men's and women's specialty clothier or a formal wear rental shop might be consulted for more information. Another source of ideas is books with tips for successful dressing.

Using a student as your model, demonstrate the different methods of tying a scarf or tie. Give each student a handout with step-by-step instructions and pictures of each method so that they can follow you in your demonstration. Then allow students to practice the techniques. Be sure that you have a varied assortment of ties and scarves for students to practice with. Plenty of mirrors are important for the success of this activity.

OBJECTIVE: Determine appropriate clothing choices for outdoor activities.

CLOTHING FOR FUN

Identify clothing appropriate for various outdoor activities, including tennis, golf, hiking, swimming, skiing. Identify features needed for comfort in each activity. Identify characteristics needed in fabrics used for each type of garment. Find pictures or bring garments for display which would be appropriate for each activity. Try to include garments at several different price levels. Which garments could be used for several purposes? What are some ways to save money when selecting garments for outdoor activities?

OBJECTIVE: Utilize skills in making alterations and repairs of old garments to revitalize wardrobe.

MEND-IT CLINIC

Instead of having students go to the expense of buying fabric for a new garment, have them bring clothing items from home that need repair or slight alteration to bring them into style. This would be a good activity for students when they finish a garment early. You could also use this activity instead of having your students make a second garment.

Ask students to servey their wardrobes and take out anything which they no longer wear. Students should ask themselves why they no longer wear this garment. Is it too short or too tight? Are there buttons missing? Is it no longer in style? Does it have a rip somewhere? Do the knees or elbows look worn? These are just a few of the things to consider. Identify problems that can be remedied with just a little work.

Alterations that can be made easily include recutting bell-bottom pants to make straight legs, narrowing lapels of jackets, cutting off sleeves or pant legs that are too short to make short-sleeved shirts or shorts, restyling collars, or taking up or letting out hems in garments. Mending techniques include sewing on buttons, repairing rips, or patching holes or worn spots in garments.

Your students will feel a sense of accomplishment as they enjoy the "new" addition to their wardrobe. Parents of students will appreciate the saved expense of fabric and new clothes as students learn to stretch their budgets by recycling old clothes. In addition to altering and mending clothes in their own wardrobes, students could be encouraged to recycle old clothes and accessories found in flea markets, garage sales, thrift shops, church sales, Goodwill Industries, or The Salvation Army. The bargain prices will allow students to experiment with their own design ideas. Each student can locate a garment, present an idea for the makeover, and restyle the garment. The fashion makeovers may be functional, whimsical, elegant, or a current fad. Male and female students with an artistic flair will enjoy this opportunity to be creative.

OBJECTIVE: Apply knowledge of sewing techniques to construct a garment.

SEWING FOR SPORT

Sportswear has become a popular form of everyday, casual dress, especially for the junior and senior high student. Allowing students to make warm-up suits in classroom construction should create an enthusiastic response from male students in sewing. This type of garment will more likely be worn by your students after completion than any other type of garment.

Patterns for warm-up suits range from very simple to fairly complex. Help your students match their sewing abilities to the pattern difficulty. You could narrow your students' pattern choices by placing certain restrictions on the garment style. For example, advanced patterns require a collar and a zipper and an elastic waistline in the top or the bottom. Less advanced students should select patterns without these features. You may also want to place limitations on the types of fabric students may use. A first-year student would probably have difficulty sewing on a satin-type fabric, for example.

There are endless possibilities as to what you can require for a garment like this. A ski vest is another sportswear garment that can provide a variety of learning experiences. This activity could be used as a classroom project or a home experience project. Either way, both your male and female students will enjoy this sewing activity.

OBJECTIVE: Demonstrate the use of trims and pipings on a simple garment.

SPORT SHORTS

Creating interesting ways for students to demonstrate specialized sewing skills is sometimes a problem. Incorporating the skill into a simple, but popular, project increase interest in learning the technique. For example, the technique of using piping and trims can be taught by having each student make a simple pair of jogging shorts. Students will enjoy using contrasting colors of trims to create their own unique shorts. Using this type of skill assessment provides a usable product for your students.

OBJECTIVE: Apply knowledge of the mechanical aspects of the sewing machine to application of its use.

THE MECHANICS BEHIND IT ALL

Many of your students may wonder how a sewing machine works. They may be interested in the mechanics of the sewing machine. If possible, allow students to examine the inside of a sewing machine.

Sometimes by choice, but usually by necessity, the homemaking teacher takes care of the sewing machines. Your students can assume much responsibility for oiling, cleaning, and maintaining the sewing machines. A schedule can be posted with the students' names and the dates they will maintain the sewing machines. Students can make a check list of routine care policies for each type of sewing machine in the department. They will need to consult sewing machine manuals when making the check list.

OBJECTIVE: Demonstrate knowledge of skills using different techniques in construction of equipment items for outdoor use.

SEWING FOR THE OUTDOORS

Clothing construction is frowned upon by some students. These students wonder why they have to make something to wear if they feel they will never put it on after it is made. You can solve this by giving the students a choice of constructing a garment or some type of outdoor equipment such as a backpack, sleeping bag, or a casing for skis or a rifle. These outdoor equipment items will require many of the same techniques used in garment construction. Zippers, snaps, darts, gathers, topstitching, ties, buttonholes, and pockets can all be incorporated in the making of these items. Experience sewing heavier fabrics will increase their general skills and sewing abilities.

Many outdoor supply companies have patterns for a variety of outdoor items. Some companies have complete kits. Your students might do a cost analysis to judge which method would result in the least expensive end product and the product of the best quality.

OBJECTIVE: Point out guidelines for selecting, buying, and wearing garments.

YOU ARE WHAT YOU WEAR

You can probably determine the personality type of most of your students simply by looking at their clothing selections. Some students are more daring and outgoing while others are more shy and reserved. Few, however, fit into one group all the time.

Teenagers often judge their peers by their clothes. Therefore, it is important that your students understand the importance of clothing selection. A one- to two-week unit on "Your Wardrobe: You Are What You Wear" would be beneficial before starting a class which includes garment construction.

Areas to cover with this activity might include personality traits and clothing, fashion trends, current fads, clothing buying skills, appropriate clothing selections, and planning and buying a wardrobe. Many teenagers buy fad clothes, not considering whether the garment compliments their appearance. They may even buy items they don't like just to be in style. Students can make the most of their clothing dollars by knowing the types of garments which look best on them. It is helpful to know, also, basic fashion principles. For example, one fashion principle might be that you do not wear a plaid with a bold print. Another principle might concern the weights of fabrics. For example, a big bulky wool sweater does not go well with a lightweight pair of slacks or shorts.

Students need to learn to analyze and plan their wardrobes and buy items accordingly. You might ask students to make a list of questions to ask when shopping. Students should include questions relating to the quality, fit, style, care requirements, cost, and suitability for activities. Students can also consider the feasibility of making the garment at a reduced cost. As students consider these questions, they should make a list of guidelines to follow when selecting, buying, and wearing garments.

If time allows, a field trip to several nearby department stores would reinforce this activity. Before going, have your students make a list of garments they wish to compare at each store. Considerations to look for in each garment should also be listed. These considerations could be arranged as a check list to speed the shopping process. One store should be a less expensive discount store. Another might be a moderately-priced store, with the third a more expensive shop carrying designer name clothing. Having students compare the garments will help them see that cost does not always reflect quality, and a bargain may not always be a bargain. It may also help the students determine which clothing items will add the most versatility to their wardrobes.

Have students plan wardrobes for themselves using the guidelines for selecting, buying, and wearing garments. You will need to set a realistic budget for all items. Encourage students to analyze carefully their present wardrobes, activities, and needs as they plan ways to extend their existing wardrobes.

OBJECTIVE: Utilize basic sewing skills in designing and constructing a T-shirt.

THE GREAT T-SHIRT CONTEST

A T-shirt is one item that never goes out of style. The styling and design may change on a T-shirt, but the basic concept remains. There are T-shirts for almost every occasion. Some have sequins, sparkles, and metallic trims; others have letters or pictures pressed on them; and then there are those that have no extras attached. This is your basic T-shirt although it may come in many styles and colors.

Because T-shirts are so popular, especially among teenagers, a T-shirt contest might be a great way to get your students enthused about sewing. All students could use the same basic pattern, or you could allow individual patterns. Students can create their own unique T-shirt through choice of fabric, appliques, trims, designs with a screen printer (if one is available), or their imagination. T-shirts should be judged on construction, design, and creativity.

This sewing project will allow for the development of various skills. One is construction of the garment. This could include placing ribbing at the sleeve and neck, or attaching a collar and tab with buttons. Have students individualize their T-shirts with hand-cut appliques, trims and pipings, or screen prints. Each of these treatments requires a special technique for attachment to the T-shirt.

To climax the project, have a T-shirt show. This could be the entertainment for an FHA/HERO meeting. All students who made T-shirts could model their finished products. Other members of FHA/HERO could judge the T-shirts by applause. The student receiving the loudest applause might receive some prize for the most creative T-shirt. You could prepare special certificates to be awareded for "Audience's Favorite T-shirt," "Most Colorful," "Most Creative," "Most Practical," "Most Unusual," "Most Casual," and "The Dressiest T-shirt." Students will enjoy judging the T-shirts.

OBJECTIVE: Design a wall hanging using imagination, creativity, skills, and appropriate construction techniques.

WALL HANG-UPS

Students take pride in decorating their own personal space even if it is shared with other family members. This is one way for students to express their individuality and achievement. You can provide the opportunity for students to grow by having them create their own wall hanging. Students will be able to express their creativity in the design while also showing their skills in making the pattern and sewing the design together.

Wall hangings are easy to construct and can be inexpensive. Students may want to bring scraps from home to piece together. Designs might range from country calico prints sewed together in a patchwork quilt design to suede fabrics stitched into a modern graphic-style print, such as a sea gull against a sunset. Students can pad some parts of the design for emphasis or a three-diminsional effect.

Each student can plan and design a unique wall hanging. The size of the wall hanging must be decided, and then patterns made. Students choose fabric colors, and use patterns for cutting out fabric. Three or four contrasting fabrics should be used. After all pattern pieces have been cut, begin sewing the design together. If the pattern pieces are squares and triangles, stitch together at seam lines to form a patchwork pattern. If the design has appliques sewn onto a background, the treatment of edges will depend on the type of fabrics used. Woven fabrics will require a seam allowance to be turned under, pressed, and then stitched along the edge so the applique can be attached to the fabric. Fabrics such as suedes and double-knits can be sewn directly onto the background with no extra preparations because these fabrics will not ravel. After the design is completed, it can be stretched over cardboard and framed; or dowel rods can be placed at the top and bottom of the hanging for support and a hanger made of matching fabric; or the design can be stretched over a frame made from 1" x 2"s and a piece of plywood or pressed wood.

Both male and female students will enjoy the activity. Ideas can be found in many homemakers' magazines and in fast and easy craft ideas books.

Tie a Tie

Four-in-Hand

Cross longer, wider end of tie over narrower end.

Bring wide end around and behind narrow end, and

Around and over the front; around and up through circle.

Pull wide end down through loop and tighten.

Knot with dimple is completed.

Bows

Cross longer end over and under shorter end through the loop.

Double the short end to make a bow.

Pick up long end. Place base across collar points. Put long end over center, and

Fold the long end back and bring loop under and behind tie.

Push the loop through the knot and adjust by gently pulling the edges of the bow.

Half Windsor

Loop longer, wider end over narrower end.

Bring wide end around and behind narrow end, and

Around and cross over front; under and through neck circle.

Bring through outer loop in front and tighten.

Knot with dimple is completed.

Full Windsor

Loop longer, wider end over narrower end.

Bring wide end behind narrow end, and

Up and over side opposite loop to form "V" knot, and

Around front of tie, and behind and up through neck circle.

Bring wide end through loop in front and tighten.

Knot with dimple is completed.

Tie a Scarf

SQUARE KNOT

Oblong Scarf

Fold Scarf

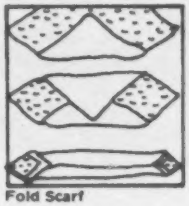
Place folded scarf around neck, keeping one end longer, (facing mirror).

Bring left end over right end, and

Bring left end behind right end and pull through loop.

Adjust ends of scarf.

Square Scarf



Fold Scarf

Place folded scarf around neck, keeping one end longer, (facing mirror).

Bring left end over right end, and

Bring left end behind right end and pull through loop.

Adjust ends of scarf.

ASCOT

Square Scarf

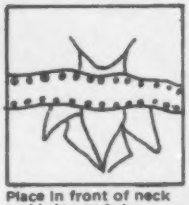
Spread scarf with wrong side up.

Tie a small knot in center of scarf.

Hold scarf by corners.

Tie around neck with knot underneath.

Long Scarf



Place in front of neck and bring ends to back.

Cross ends in back and bring to front.

Bring one end over the other.

Arrange scarf softly.

Family Living Teaching Strategies

Careful selection of content in the area of family living, perhaps more than any other area, can contribute to meeting the changing role needs of male students. While the traditional family unit remains the predominant functioning unit in society, it is not the only acceptable functioning unit. A focus upon other family units composed of a variety of persons, including single persons, single-parent families, extended family groups, childless partners, and communal family groups, can help males and females form attitudes regarding each. Students can explore a wide range of family units and their influence upon family members.

Trends in the employment of women and the sharing of parenting roles seem to indicate a need for increased acceptance of the equity of homemaking employment roles for men and women. Males and females can benefit from sharing their attitudes and feelings, and exploring the meanings of changing roles for family members. Learning materials in this area are abundant but must be carefully scrutinized for sex bias and sex stereotyping. Attitudes about the type of family students see for themselves in the future are vital to explore to assist students in preparing for their futures.

OBJECTIVE: Integrate the use of positive reinforcement into everyday activities.

THE POSITIVE APPROACH

Students need positive reinforcement to build self-confidence and self-esteem. Many times, as teachers, we find ourselves giving negative reinforcement to stop unacceptable behavior or correct an answer given by a student, but never commenting on acceptable behavior or answers given correctly. Perhaps if you and your students used only positive statements in your classroom, a noticeable rise in self-confidence and self-esteem would occur.

To begin this activity, think about the students in your class, particularly the ones that you find yourself correcting most often. Change your strategy, and use only positive reinforcements. Ignore all negative behaviors. Teach your class as you normally would, making adjustments for positive reinforcement where necessary. Near the end of the class period, after your statements have had time to take effect, ask the students how they felt when all positive statements were used on them. Then discuss why people use negative statements if people feel degraded and depressed by them. If more positive statements were given, most people would have a better self-concept.

For the next two weeks, ask your students to join you in an experiment with the use of positive statements only. Take note of differences in behavior. You might be surprised to see the rise in cooperation and participation if students know they will not be criticized for their efforts.

Students can participate in a positive reinforcement experiment of their own. Ask students to select a behavior they would like to see encouraged in another person. The person could be a relative, friend, or classmate. Ask students to use positive reinforcement towards the person's behavior for several days. At the end of the time limit, ask students to share experiences and note any differences in the behavior of the person receiving the positive reinforcement.

The ideal situation would be for this activity to be carried on for the rest of the year, even into participants' personal lives. This activity is designed to strengthen skills in this area, but it is the individual's responsibility to carry on with it. The use of positive reinforcement is something that should be practiced not only in the classroom, but in everyday personal contact.

OBJECTIVE: Evaluate the effects of artificial stimulants on the body.

NO ARTIFICIAL STIMULANTS NEEDED

Tobacco, alcohol, and drugs are becoming commonplace problems in the school scene. It is very likely that many of your students have at least tried smoking, drinking, and/or using drugs. Many parents and teacher simply brush this off as part of growing up, or assume that their children or students would never participate. The fact is that many students do participate, and for many it creates more problems than the student had bargained for, including dependency on the substance.

Students need education in the areas of smoking, drinking, and drugs. The problem is finding a way to relate the material to your students so that they will see the importance of the problems associated with these stimulants. In dealing with these matters, peers often relate better to other peers and so are more apt to get the message across to other teenagers. One effective means might be to have your students research each stimulant and then present a program in an assembly for the benefit of the other students.

Various approaches could be utilized in the program. Startling facts are sometimes effective in getting the audience's attention and holding it. This type of approach shows the worst side of the story and threatens each individual with the thought that this could happen to "me," not "you or anyone else, but me." Another approach is the informative one. This gives information as to what each substance is used for, the effects of its use, and other general information. It lays out all the facts leaving the individual to make a personal decision about the matter. Another approach is the one-sided attack on a subject. This, however, may offend students who do not like to be told what is right or wrong, and what they should or should not do. Whatever means of dealing with the subject matter you choose, use a method which will appeal to the students' interest, and will caution them about the use of artificial stimulants. Be sure to include names of centers where free and confidential counseling is available to students seeking help with these problems.

Speakers, especially peers or well-known public figures who have dealt with the problem, can add a more realistic touch. If students can actually see how this person was affected by the use of artificial stimulants, they can better relate the use of these substances to their own lives. A drug or alcohol treatment center for teenagers in your area will have persons available to give presentations. These centers will also be very helpful as a resource for information and suggestions. The American Cancer Society has information concerning the use of tobacco and its effects on the human body. The public library will have materials for use on these topics. Other resources include the Department of Public Safety, where facts about the laws for minors and penalty assessment can be found; magazines, which include factual articles outlining this ever-growing problem; and psychologists or counselors who specialize in treating teenagers with dependencies on tobacco, alcohol, and/or drugs.

Presenting this program to inform students of the hazards associated with taking artificial stimulants will require a lot of time and energy from both you and your students. It must be a well thought-out, informative plan which will catch the students' attention. The end result of a successful program could be saving a student's life who was reached through this program, perhaps the life of one of your students involved in the presentation. This project is of immeasurable value if just one student rejects peer pressure to use artificial stimulants, or accepts the fact that he or she has a problem and seeks counseling to overcome it.

OBJECTIVE: Analyze the expenses of rearing children.

CHILDREN: HOW MUCH DO THEY COST?

Deciding to have children is a major decision for adults. Many times emotional factors influence the decision to have children. A major practical factor is the expense involved in having children. There are the initial costs of doctor and hospital bills when having a baby, and even greater expenses as the child grows. Costs are compounded when there are other children in the family. A family has to make sure that their budget can withstand the financial strains of having children.

During the last five to 10 minutes of the class period on two different days, have students list as many expenses related to child-rearing as they can think of. The two-day period allows time for students to think of the many little things included in child-rearing. Each day put students' lists in a box labeled "Expenses of Child-Rearing." After the two-day list-generating period, pull all the lists out of the box and make one large class list. Use a large sheet of butcher paper to make a list that all students can see easily. This list could be divided into the following categories: Food at Home, Food Away from Home, Housing, Transportation, Education, Clothing, Medical Care, Entertainment, Child Care, and Miscellaneous.

EXAMPLE:

FOOD AT HOME (category)

ITEM	COST PER UNIT	ALTERNATIVES

Divide students into groups which include both males and females, or allow them to work individually. In the groups, students will research the expenses in one category to find the actual cost of each item listed. Have students report their findings to the class. Fill in the large class chart. Follow with a discussion of alternatives that could reduce the cost or even eliminate the purchase of each item.

*OBJECTIVE: **Weigh each side of an issue and determine own position on the topic.***

ISSUES AND OPINIONS

Teachers so often get into the teaching rut of "This is the correct way and this is the wrong way." They overlook their students' needs to express opinions with no regard to right and wrong. Your students' morals and values are areas that you should not question. You should, however, encourage your students to recognize their positions on moral and value issues, and to realize why they have chosen a particular position. After persons think seriously about an issue and/or become more knowledgeable of the subject, the individuals may change their positions or become more solidified in their stands.

For a break in everyday classroom routine, prepare a short unit on moral and value issues. Encourage your students to participate and express opinions by playing a game of "Issues and Opinions." The rules are very simple. On the bulletin board put up the words "Where Do You Stand On–" and then each day fill in a current controversial topic relative to teenagers. Possible topics include: teen marriage; dating: asking and paying for dates are the male's responsibilities; drugs and alcohol; working women with children; and energy conservation. Other current event topics may include racial prejudice, busing, nuclear power plants, women's rights, and the draft. Underneath the issue place the words "PRO" on one side and "CON" on the other. Give students paper on which they are to write their own opinion on the topic as concisely as possible. Have students pin their opinions to the bulletin board on the appropriate side. Be sure to stress that there is no right or wrong answer and that the students are to write how they feel about the topic, not how they *think* they should feel.

Divide students into two groups, those who are for the issue, and those who oppose the issue. Discuss the opinions placed on the bulletin board. Each group will debate for or against the topic and give reasons for their opinions. The point here is not to prove one side

right or wrong, but simply to get your students to think about their opinions. It may be helpful to assign students to debate the side opposite their position.

When possible, bring in a guest speaker or show a film on the topic to inform your students better and disprove any myths associated with topics such as drugs and alcohol, or energy conservation. Be sure that students understand the facts concerning an issue, but allow them to reach their own decisions on the matter.

OBJECTIVE: Point out the characteristics of each of the stages of the family life cycle.

FAMILY LIFE CYCLE

As families go through different periods of adjustment, they change in a fairly predictable way. This pattern of change is referred to as the family life cycle. Scholars have designated various time periods for each stage, but even with that variation, not all families will fit exactly into a certain stage of the life cycle.

Have students identify stages of the life cycle as given in two or three different texts. Compare these life cycles and decide on one that fits most students' conceptions of the life cycle. Have students look through magazines and newspapers to locate comic strips that depict families in each stage of the life cycle. Some students might choose to make up their own comic strip using their own families.

Examine the comic strips and place them on the bulletin board. Students can discuss situations depicted in various cartoons for each stage of the life cycle, the characteristics of each stage, and suggestions for preparing for each stage.

OBJECTIVE: Analyze relationships to determine the importance of maintaining good relationships with family members.

DEVELOPING RELATIONSHIPS

Learning to develop relationships is a very important skill. Each person is involved in many different relationships. Each needs special attention in order for the relationship to continue to grow. Developing relationships takes time and involves sharing ideas and interests. To better understand different types of relationships and problems that exist in developing and maintaining relationships, use the following activity.

Select a movie or soap opera for students to watch. If possible, arrange for students to do this in class. Have students select two characters from the show or movie and analyze the relationship the two identified characters have (i. e., employee-employer, parent-child, boy-friend-girlfriend, etc.) Students should also determine what the characters do to help develop the relationship, and what problems exist in the relationship. Students could present possible solutions for improving the relationship.

Select two or three situations from the movie or soap opera and allow students to role play the situation. An interesting variation would be to have the students role play the opposite sex in each situation.

OBJECTIVE: Summarize the responsibilities of parenting.

EGG-BABIES

Parenting is often defined as taking care of the needs and wants of another human being. However, students do not often take time to think of the responsibilities of parenting. Most students think of babies and young children as "cute," "sweet," and "fun." Many look forward to children of their own, obiivious of the care involved. The following activity will help students realize the responsibilities and caring involved in parenting. [NOTE: It might be wise to get approval of administrators before beginning.]

Prepare "egg-babies" for each student in the class. Hardboil the eggs and give each egg a face and a body by using markers, yarn, felt, etc. Blindfold the students and have each select an egg-baby from a basket. This will eliminate requests for a "blue-eyed, blond baby" or for a "boy." This will keep the activity realistic because in real life students would have no choice.

Have each student name their egg-baby and introduce it to the class. Students are to place the baby in a limited environment, such as an egg carton, a basket, etc. Students are to carry their babies with them and care for them for the next 24 hours. Remind students that the baby is easily harmed and is totally helpless. If students need to leave the baby, they should provide a substitute caregiver.

Ask students to bring their babies to the next class period. Have each student relate the experiences and feelings of caring for an egg-baby. Students can disucss any hardships or adjustments they encountered; how they felt about being responsible for something totally dependent; and what they learned about their ability to provide nurturance.

OBJECTIVE: Analyze the effects of other persons on oneself when certain treatments are introduced.

WHAT'S YOUR REACTION?

Games are a fun way to encourage discussion among students. Game situations often direct students toward necessary communication on an issue.

A game that has a dual purpose is "What's Your Reaction?" Make cards which say such things as "Ignore me," "Laugh at me," "Always agree with me," "Listen to me," "Disagree with me," plus any others you wish to add. An interesting additional card might be "Treat me as a female" or "Treat me as a male." Rather than make cards, you could write on paper sacks. The students could wear the sacks as hats.

Students divide into small groups of four or five, or all students may form one large circle. Place the cards face down in the middle of the circle. Have students pick a card from the pile and without looking at it, place the card face side out at their foreheads. Students will hold it there with their forefingers. After all students have placed their cards on their

foreheads, introduce a controversial topic. Some topics which could be presented are: males are superior to females, or vice versa; parents with children should not divorce; mothers with preschool children should not work outside the home; children should not be spanked; or teenage marriages are doomed to failure.

Allow students five to 10 minutes for discussion depending on the size of the group. For large groups you may want to impose a rule such as raising a hand before speaking. When the time limit has expired, ask students to guess what their cards say. After everyone has had a chance to guess, have all the students look at their cards. Ask your students what feelings were fostered by the treatment given them.

With this activity your students are sharing their values and beliefs about a certain topic, plus they are receiving different forms of treatment that cause certain feelings within them. Students will become more aware of their value systems. They will also be more in tune to how treatment of an individual can alter that person's attitude or outlook.

OBJECTIVE: Determine the most important problems facing families today.

FAMILY PROBLEMS

Have students survey their families to discover what their families view as the most important problems facing families, and what influences they consider most harmful to families today. Compare the results with those identified in a poll conducted for the White House Conference on Families.[1] According to that poll nearly half of the respondents felt that family life has deteriorated, and expressed worry about the future. However, most respondents considered family life the most important part of their lives. Those interviewed indicated that the three most important problems facing families were: high cost of living (81 percent), energy cost (53 percent), and government policies (23 percent). The things they considered most harmful to families were: alcohol and drugs(60 percent), decline in religious/moral values (40 percent), poverty (29 percent), overuse of prescription drugs (23 percent), teen promiscuity (20 percent), and homosexuality (13 percent.)

OBJECTIVE: Generalize as to the meaning of a person's body language.

THE BODY COMMUNICATION

Body language is the most common way of expressing emotions. It conveys a person's mood or feelings. Until students become aware of the body's unspoken language, they may be able to perceive what message a person is expressing, but be unable to understand the meaning behind it.

[1]"Most Americans Place Top Priority on Family," *Wisconsin State Journal* (June 3, 1980).

To introduce body language to your students, tell students at the beginning of class that when you say, "Freeze," they should stop in whatever position they are in, trying to maintain their facial expression and body posture. As you observe emotions occurring naturally during the class period, simply say "Freeze!" Do not move until your classmates identify the emotion your body language is expressing." Point out body language cues we all give to our emotions.

Once students get the idea, let students draw cards and take turns portraying the emotions depicted on the cards. Discuss cues which tell someone is happy, sad, angry, or depressed. Recall examples of times you have gotten conflicting messages from a person's spoken words and body language.

Have students brainstorm for words which convey an emotion. Such words as "happy," "sad," "annoyed," "surprised," "frightened," "tired," "tense," "impatient," "angry," "nervous," "joyful," and "excited" can be listed. After the list is completed, students should choose a mood or feeling from this list and write it down on a piece of paper. Have students fold papers in half and place all papers in a box. Shake the box to shuffle the papers. Students will then draw a paper and without telling anyone what it says, will act out the feeling or mood written on the paper. Students must do this without using any words or sounds. After students have guessed what the student is saying with body language, discuss what clues led to the correct guess.

At the beginning of another class period, you might ask students to describe the body language being used by the student sitting to their left. This is a good exercise to help students become more aware of the use of body language.

OBJECTIVE: Prepare a check list of factors to consider in independent living.

MAKING IT ON YOUR OWN

As people grow older, they face many transitions in life. A very challenging transition comes after graduation from high school when young people begin considering future plans. Becoming independent is often part of these plans. Many students choose to marry soon after graduation, but for those who choose to remain single there are many challenges that may not be foreseen. Whether a single person selects to seek employment, joins military service, or enters college, decisions must be made. Financial and emotional problems arise from living alone. However, if these problems are taken into account ahead of time, they may be avoided.

Have students divide into three groups. Each group should develop a check list of factors a single person should consider when living alone in the following situations: full-time employment, military service, or college. After each group has completed their check lsit, they should trade with other groups to make sure their check list is complete. When check lists have been completed, students should discuss ways they could prepare themselves for the possibility of living alone.

GUIDELINES FOR STUDENT CHECK LISTS

Finding a place to live

- furnished/unfurnished
- reasonable rent (within budget)
- close to work
- close to shopping facilities
- recreational facilities provided or close
- living with roommates or living alone
- safety

Transportation

- reliability
- fuel consumption
- insurance
- repairs and maintenance required
- payments for vehicle
- public transportation possibilities

Bills

- rent, house payment
- telephone (installation, monthly rates, long distance charges, etc.)
- utilities
- parking space, car payment, fuel
- food
- clothing
- extras, such as cable television, etc.
- budget money to go around

Emotional adjustments

- being away from family and friends
- making new friends
- getting acquainted with working peers
- adjusting to being your "own boss"
- adjusting to taking orders from superiors
- adjusting to financial situations
- social obligations

Once students have ideas, their own creativity and ingenuity will take over. Students might interview former students who have taken the step toward independent living. They could share information from their interviews with classmates. These former students will be a useful resource to students considering making the transition to independent living.

Former students could also be used in a panel discussion. After sharing their views and experiences, the members of the panel could respond to a short question session. To make certain needed information is discussed, you might prepare a list of topics for panel members. Panel members will usually prefer to know the topics ahead of the panel discussion. Allot a certain amount of time for each topic, and give each panel member an equal amount of time to respond.

Food and Nutrition Teaching Strategies

Contrary to many opinions expressed regarding why males choose home economics classes, males do not necessarily enroll to "eat." Home economics teachers must renew their efforts in making food and nutrition study exciting and relevant to males. However, the importance of nutrition education cannot be underestimated for any part of the student population. The curriculum content in food and nutrition is important for both males and females.

The following emphases should prove important to males:

- relationship of nutrition to health
- relationship of nutrition to growth, appearance, and performance
- nutritive needs of self and family
- nutritive needs throughout the life cycle
- purchasing nutritious food
- scarcity of food
- social and psychological aspects of food
- meeting nutritive needs of self and family
- changing behaviors
- food fads
- convenience foods
- careers for males in food-related fields.

Teachers should be especially attentive to equity in assignment of tasks in the foods laboratory. Expectations and evaluations of work in the laboratory should be similar for males and females.

OBJECTIVES: Apply knowledge of gardening to plant a successful garden.

Demonstrate methods of preserving foods by canning, freezing, and drying.

BACK TO NATURE

A summer unit on gardening might entice male students to join your summer program. The project could be to plant a garden. Time scheduling would depend on the depth for each subject topic and on the size garden you wish to plant. This project involves the study of climate, soil content, and types of vegetables and fruits most suitable for growing in your area. Your students will also need to learn about cultivation, proper planting techniques, and care of the growing plants. You might wish to ask someone from a local nursery to speak to your class and demonstrate some helpful planting tips.

Since your summer program lasts only a short part of the summer, you need to make arrangements for the care of the garden. You might consider planting the garden in your own backyard or in one of your students' backyards. You might make arrangements to plant the garden on the school grounds close to the home economics department. Make sure the garden is convenient for regular watering and care and that precautions against vandalism are taken.

Begin the fall semester with a unit on preserving fresh fruits and vegetables. Include planning the correct procedures for picking fruits and vegetables, and how to tell when an item is ready for picking. The garden from your summer program may provide fresh fruits and vegetables. Persons in the community may allow students to pick a small amount of fruits and vegetables from their gardens. If your budget permits, you may buy fresh fruits and vegetables.

The main concern in working with fresh fruits and vegetables is the time factor. The produce will not keep for more than two or three days in a refrigerator. If possible, try to pick only one or two items at a time. This will allow you to spend more time preserving each type of fruit or vegetable.

Demonstrate canning, freezing, and drying procedures for fruits and vegetables. Explain the advantages of each method. Male students may be interested in dried foods that can be packed easily for hiking trips. Canning and freezing can be an inexpensive way to stock up for the winter months when fresh fruits and vegetables are more expensive. Students can help determine the foods to be preserved and the method to be used. Have them research the nutritional quality of food preserved by each method.

For information on canning, freezing, and drying fruits and vegetables, write to some of the companies that make products for these purposes. Kerr and Ball are excellent resources for materials on home canning and freezing. Write to Harvest Maid or other makers of dehydrators for information on drying. You can find information on any of these methods in cookbooks like *Better Homes and Gardens* and *Betty Crocker*. Books on each of these procedures are also available.

The time that you devote to this unit in class will depend on how many varieties of fruits and vegetables you have, and the quantity of the fruits and vegetables. For example, pickles or relishes are more time-consuming than other products. For seventh, eighth, and ninth grade students, indepth studies of nutritional value are not necessary. Concentrate more on the taste and texture of the food after preservation. Class time spent on this unit should correlate with the needs and interests of your students.

*OBJECTIVE: **Demonstrate skills using different methods of outdoor cookery.***

OUTDOOR COOKING

A great springtime activity for your food and nutrition class is a unit on outdoor cooking. Have students work in groups to research cooking utensils and recipes appropriate for various types of outdoor cooking. Different groups might investigate cooking while backpacking, camping, picnicing, or cooking outside at home. Take a field trip to the local sporting goods store, hardware store, or utility company to see outdoor cooking equipment. Use sports magazines, catalogs and newspaper ads as additional sources of information. Have students make presentations and give demonstrations on cooking on a campfire, using a backpack stove, using a campstove, using a charcoal grill, or using a gas or

electric grill. Include information on the equipment, fuel, starting the fire, heat control, and drip and flare control. Emphasize the importance of safety during outdoor cooking. Make a display on the bulletin board of outdoor cooking equipment, including small tools. Have different groups develop nutritious menus for such outdoor occasions as backyard cooking, shore cooking, cooking afloat, preparing a picnic, selecting convenience foods for a spur-of-the-moment picnic, pack trip cooking, camp cooking, and breakfast cookouts. Evaluate the menus for appeal, nutrition, and safety.

Develop a recipe book of favorite outdoor recipes to sell as an FHA/HERO project. Include equipment, safety, and cleanup tips.

To sum up the unit, let students plan an outdoor picnic. Picnic on the school grounds or at a nearby park. If possible, prepare the meal using two different methods of cooking. For example, students could grill meat and vegetable skish kabobs and heat baked beans on a charcoal grill. For dessert, pineapple upside-down cake could be baked in the coals. Students might prepare a hobo dinner-in-a-can over hot coals, bake biscuits in a camp oven, and grill fruit kabobs for dessert. Keep nutrition in mind, and follow the Daily Food Guide when planning the menu.

OBJECTIVE: Differentiate between the nutritive value of a grain and its sprout.

SPROUT-A-MEAL

The nutritive value of foods changes as their form changes. This is evident in the example of a grain, which is high in vitamin B, and the sprout from the grain, which contains vitamin C. Students can study this by growing sprouts. Suggestions for types of grains to use include alfalfa, mung beans, or barley.

Have your students place several kinds of grains in glass jars containing water. Place cheesecloth net over the jar tops and secure with rubber bands. Soak overnight, drain off the water, and keep the jars in a cool, nonsunny area. Rinse sprouts with cool water once a day and leave jar tipped with top downward so excess moisture with drain off. Allow sprouts to grow for several days. During this time compare the nutritive value of the grain to the nutritive value of the sprout. Review ways in which sprouts can be used. On the third day have students plan some dish using the sprouts. Recipes can be found in vegetarian, Oriental, or various types of cookbooks. Day four may be spent preparing and consuming the "sprouted" dishes.

Variation: Fresh herbs could be grown in your classroom and compared to powdered and dried herbs. It takes approximately four weeks for herbs to reach maturity. Some types of herbs to use are parsley, chives, rosemary, or mint.

OBJECTIVE: Analyze nutrient contribution of fad diets in meeting Recommended Dietary Allowances (RDAs).

DIETING FOR A HEALTHIER YOU!

Eating a variety of the proper amounts and types of foods is the key to maintaining the appropriate weight. However, the many claims for quick and permanent weight loss lure people to fad diets. Students need to be aware of the nutritional value (or lack of it) of such fad diets.

Have students research various fad diets. Some of these include the following: The Complete Scarsdale Medical Diet; The Doctor's Quick Weight Loss Diet; The Stillman Diet; The Pritikin Program; The Live Longer Now Diet; The Maximum Weight Loss Diet, 1978; The Permanent Weight Loss Diet, 1981; The Woman Doctor's Diet for Teenage Girls; Weight Watchers; Dr. Atkins' Diet Revolution; The Zen Macrobiotic Diet; The Mayo Diet; The Beverly Hills Diet; and the Liquid Protein or The Last Chance Diet. Other fad diets may be found in magazines, newspapers, and books. Students could also research diet aids such as appetite suppressants and anesthetizers.

Students could list the characteristics, pros, and cons of each diet. Make a large chart for students to complete using the following headings: NAME OF DIET: CHARACTERISTICS, PROS, CONS. Have the students describe the diet to the class as you fill in the chart. A "Fad Diet Summary" is on pp. 100-102.

After the chart has been filled in, students can compare diets. They can determine which diets are most nutritionally sound, as well as the dangers and side effects associated with each fad diet.

Excessive concern with weight can lead to a condition known as *anorexia nervosa*. This serious illness is often psychological in nature. Have students investigate this condition, its symptoms, causes, and treatments.

OBJECTIVE: Analyze nutritious food choices when eating out.

EATING OUT IS FUN

People eat out for many different reasons. Special occasions are often celebrated by eating out; some people eat out for convenience or necessity. Whatever the reason, most people usually enjoy eating out. Eating nutritious meals when eating out is as important as when cooking your own.

To illustrate the importance of nutritious food choices while eating out, compare food choices and caloric values at various restaurants. The activity sheet on pp. 103-104 is a list of the fast-food chains and their products, with a second column with the total calories from each food sequenced out-of-order. On a large piece of paper or the chalkboard list the names

of food choices and their products. Have students match the calories with the appropriate food, and write the number in the appropriate space under *Total Calories.* After students complete this activity, discuss and write the correct number of calories for each food on the chart. The teacher's answer sheet is on pp. 105-106. Compare menus from different food choices to show that it is possible to eat out and have nutritious meals.

Students can make a "Guide to Eating Out" for the town or city in which they reside. The guide could possibly be divided into sections such as the following: fast-food, cafeteria, seafood, Mexican food, Chinese food, etc. Indicate places that are popular with teenagers. If possible, include caloric values of foods, price ranges, and types of service, such as self-serve. This could be a useful guide for selecting places to eat when on a date as well as a guide to nutritious and affordable meals.

OBJECTIVE: ***Analyze food habits of different religions and cultures.***

ETHNIC FOOD FESTIVAL

An individual's food habits may be influenced by many different factors including heritage, culture, and religion. For example, the food traditions of Polish people are closely associated with religious holidays and family celebrations. Japanese food traditions are related closely to family living. Because of their location near the sea, Japanese people eat plenty of fish as well as the traditional food of the Orient, rice. German food is associated with many traditions, particularly those involving the Octoberfest. Each group of people has unique reasons for the food habits of their culture.

An interesting experience for students is to explore the foods of various ethnic groups and various sections of the United States. Students can work individually or in small groups to select a group or area to research. Students should include eating habits and/or food preferences; traditions associated with food; impact of climate, and location; and cultural, ethnic, social, religious, and historical influences on food traditions. Information on special cooking equipment such as wok, and special cooking techniques such as stir-fry should be included.

After research has been completed, groups can make class presentations. Encourage students to carry out a theme for their presentation that corresponds with the country, culture, or religion they have researched. Using information gathered, students can plan an "Ethnic Food Festival" as an FHA/HERO activity. Each group can plan and prepare a food or meal representative of the country or people they have researched. Proper cultural utensils and equipment should be used when preparing the food, if available.

To add a festive note, arrange tables to represent booths in various locations of the room. Students can decorate and dress according to the group they are representing. The day of the Ethnic Food Festival students may sample the foods. Some groups may demonstrate techniques of cooking, serving, and eating the foods. Teachers and parents could be invited, or a public event could be planned.

OBJECTIVE: To teach preschool children to become more knowledgeable of the basic food groups.

LEARNING THE BASIC FOOD GROUPS

To make learning about the basic food groups more interesting to students, have them teach the basics of eating right to a kindegarten or preschool class.

Divide your class into four groups. Have each group draw an area of the basic food groups which they will teach to preschool children. Each group will research their food group and come up with a fun way to present it to the children so that the children will become aware of the basic food groups. Give your students plenty of poster board, paper, felt-tip markers, and paint to use for making visual aids. You might use an opaque projector to display animated characters in a presentation. Games, role plays, skits, etc., can be a part of the presentation. Your students, both males and females, will enjoy getting ready for the children. You will probably want to allow several days for preparation. Time shoud also be allowed for a rehearsal to check materials, information, and timing.

Make arrangements with the kindergarten teacher at your school, or a teacher at a nearby preschool, for each small group of your students to visit the class to present brief lessons to the children. All of your students will learn about the food groups by watching and critiquing the rehearsals of each group. One or two students in each group may make the presentation; the rest of the students in the group should mingle with the children to help them with any activities. Your students will be teaching themselves as well as teaching young children about the basic food groups. Males especially seem to enjoy working with young children, and children always love to have "big kids" around.

OBJECTIVE: Plan, prepare, and serve a complete dinner.

A DINNER WITH ATMOSPHERE

Competition creates interest and enthusiasm in a classroom. After teaching a unit on simple gourmet foods and entertaining at home you might divide the class into two groups. Let each group prepare a gourmet dinner for two. Since gourmet foods can be expensive, you will cut the cost by preparing two meals for two instead of meals for the usual number of your kitchen units. In each group, delegate the responsibility for each part of the dinner preparation. These might include the preparation of the appetizer, main entree, vegetables, bread, dessert, and the table setting. Encourage your students to be creative in menu planning and in choosing the atmosphere in which to serve their dinners. If the food lab does not contain any accessories for table settings, you or your students may be able to bring a few items from home to create a special mood. Students could also draw their table layout and choose the dinnerware, flatware, and glassware patterns from magazines or pamphlets to complement the meal setting. Individual table settings could be entered in the Annual Lenox Creative Table Setting Contest. Information on the Annual Lenox Creative Table Setting Contest and student contest kits can be obtained by writing: Lenox China, Inc., Lawrenceville, NJ 08648.

When the time arrives for the actual service of the food, have all students observe each table setting and food choice for compatibility. Then allow everyone to sample a small portion of both meals. Have each group evaluate their own meal and that of the other group. Discuss what mood each group was trying to achieve, and how the atmosphere enhanced the food. This contest should allow both groups the opportunity to show their creativity and have fun at the same time. After cleanup, if there is time, you might discuss the effect of the table settings on the food. The students can also evaluate both meals and discuss any changes that might be made to improve the total effects of the dinners.

OBJECTIVE: Analyze the effect of a well-balanced diet in meeting the athlete's energy requirements.

NUTRITION FOR THE ATHELETE

Nutritional needs based on energy requirements can be a boring subject. Why not try to relate the subject to something interesting to students? Athletics require a great deal of energy, and many of your students may be involved in your school's athletic program. Even those who are not involved should realize the importance of good basic health and nutritional needs. To introduce the topic, use the information on pp. 107-108, which shows a comparison of energy costs in some common activities.

A unit on how students could achieve weight goals and maintain energy levels might be of interest. Have each student in your class develop a goal, whether it be to gain, lose, or maintain weight. Students will need to determine their best weight before setting a goal. Scales will tell students their weight but not whether they are overweight or underweight. Height-weight charts are not reliable guides for teenagers, as most charts are for adults and give the average weight for a large number of people. Individual differences due to a number of factors influence one's ideal weight. To get a realistic picture of themselves, students can have a friend take a picture of them in a swimsuit; look honestly at themselves in a mirror at home; or give themselves the *pinch test*. The *pinch test* is done by pinching the waist, tummy, thighs, and underarms. The normal size of the layer of fat below a person's skin is ½" to 1" (1.3 to 2.5 cm). If more than an inch is pinched, the person may be overweight; if less than ½ inch is pinched, the person may be underweight. Students should be aware of the importance of talking to a doctor regarding their weight and special diets. Encourage students to be realistic in setting their goals.

After students have determined their weight goals, they can research nutritional needs to fit their individual energy requirements. To help students understand that they may need to change their eating habits, have them write down everything they eat for a three-day period. Then have students revise their eating habits to fit their needs. Most students should select food from the first four food groups, while cutting down on foods from the fats, sweets, and alochol food groups. Students wanting to lose weight should eat slowly, and eat smaller portions of food. Students wanting to gain weight should eat larger portions of food, and eat more often if their appetite is small. If students stick to the type of diet best suited to them, their goals can become realities.

Even though this unit may only last one week, the special diets could be carried out the entire semester. Periodically students might like to discuss the diets, progress being made, any difficulty in keeping on the diet, etc., and determine if students' goals are coming into reach. Be sure to explain that miracles do not happen overnight, but with continued devotion to a well-balanced, individually-suited diet, and with exercise and determination, students can meet the energy requirements of their athletic endeavors.

OBJECTIVE: Evaluate correct and incorrect procedures used during preparation of a food item.

SMILE, YOU'RE ON CAMERA

Evaluating a meal prepared in the food laboratory is often difficult for students because this is usually done the day or two following the preparation. If a weekend is involved, there is an even greater time lapse. Your students will probably be able to remember any major disasters, but the little things, such as the following of the time schedule, work simplification practices, and adherence to health and safety rules, will be forgotton.

Using a videotape machine and camera, you can tape an entire preparation procedure. If you have a large class and have several groups making preparations at one time, you can tape one group during each foods lab. This will allow each group to be taped and to evaluate their preparation procedures more closely at least once during the semester. If your school does not have a videotape recorder for use in the classroom, you might be able to make some arrangements with your athletic department if they have one.

Your students will enjoy the opportunity of being "on camera" and watching themselves as they evaluate their methods of preparation. The other students in the class will also enjoy watching fellow classmates and adding constructive comments to the evaluation.

By using the videotape recorder, you can notice and point out little things that occur during the preparation time, but that you often miss because your attention is focused elsewhere. These might include the use of the wrong type measuring cup, ingredients that should have been sifted, improper use of a knife or other sharp instrument, or tasting from a spoon and then causing it to stir. You should be very careful not only to point out errors in preparation, but the many correct procedures that the students used as well.

Fad Diet Summary[1]

DIET	CHARACTERISTICS	PROS	CONS
The Complete Scarsdale Medical Diet	• advocates large amounts of protein and low amounts of carbohydrates • dieter is advised to go off diet after two weeks • allows no substitutions or deviations from the pre-planned menus • allows no between-meal snacks except for celery, carrots, etc. • allows no fat or skin on meats • allows no butter, margarine, or oils • breakfast is the same for the 14 days, grapefruit, toasted protein bread, coffee, or tea	• limits saturated fats	**Nutritionally unbalanced** • excessive use of protein • deficient in calcium and riboflavin **Side effects** • causes water retention • produces ketogenic state* **Other** • fails to establish long-term healthful eating patterns • food quantities are vaguely defined
The Doctor's Quick Weight Loss Diet, The Stillman Diet or The Water Diet	• dieter may eat as much as wanted from the meats food group • suggests that lean meats, poultry, and fish be boiled, baked, or broiled • requires 8-10 glasses of water daily • prohibits breads, milk, alcohol, and soft drinks • claims quick weight loss • recommends vitamin supplements	• recommended water intake is appropriate	**Nutritionally unbalanced** • eliminates grain/cereal and fruit/vegetable groups • limits milk servings to one daily **Other** • fails to teach sound eating habits • nutrient inadequacies could be harmful even for brief periods using the diet
The Pritkin Program The Live Longer Now Diet, The Maximum Weight Loss Diet, 1978, and The Permanent Weight Loss Diet, 1981	• requires strict adherence to a controlled diet and exercise program; goal is to get diet back to the "primitive" state • eliminates cigarettes, alcohol, caffeine, and salt • limits fat, animal protein, and cheese • recommends small vegetable meals 6-8 times each day (volume of food is 4 pounds) • forbids refined sugar (natural sugar in fruits and vegetables is allowed) • eliminates fried foods • allows only skimmed milk, unsweetened juice, and water as beverages • is high in fiber content	• foods from all groups are included daily • reduces fat intake • carbohydrate intake is adequate • exercise is encouraged • allows no drugs	**Nutritionally unbalanced** • includes low or marginal amounts of essential fatty acids, soluble vitamins, calcium, iron, and vitamin B-12 **Side effects** • high fiber intake may cause gas or diarrhea • low fat intake could result in dry skin and scalp conditions • low protein intake could lower resistance to infection • decreased joint mobility **Other** • lacks sound scientific research • eating pattern is somewhat unrealistic for long-term food habits

*A ketogenic diet is low in carbohydrates. Supporters assume that when few carbohydrates are consumed, large amounts of incompletely burned fat particles (ketones) are produced and excreted, supposedly producing a weight loss. Such diets, however, produce a state of ketosis, which is a condition caused by an accumulation of unburned fat particles in the blood. Ketosis puts a burden on the kidneys and can cause fatigue, weakness, apathy, dehydration, calcium depletion, decreased stamina, nausea, kidney failure, hyperlipidemia (high amount of blood lipids), fainting, and cardiac irregularity. Ketosis can also be dangerous to an unborn child.

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DIET	CHARACTERISTICS	PROS	CONS
The Woman Doctor's Diet for Teenage Girls	• recommends a high protein and low carbohydrate regimen • stresses behavior modification and exercise • promotes thorough record keeping and planned regular meals • recommends portion control rather than counting calories • suggests a daily vitamin and iron supplement	• uses behavior modification and exercise	**Nutritionally unbalanced** • portrays carbohydrates as bad **Side effects** • causes nausea, fatigue **Other** • recommends vitamin B-6 for menstral bloating
Weight Watchers	• provides food exchange lists • advocates attainment of weight goal by reducing, leveling and maintaining • attempts to teach new habits • prohibits the use of pills, alcohol, calorie counting, or substitution of foods • encourages exercise through PEP, Personal Exercise Plan	**Nutritionally balanced** • all nutrients provided • teaches improved eating habits	• includes an expense for registration and weekly fees • diet pattern is not individualized
Dr. Atkins' Diet Revolution	• advocates high amounts of protein and fat, and low amounts of carbohydrates • recommends megadoses of vitamins • attempts to build up ketone bodies (fat fragments) as appetite suppressants • claims the eating of fats will stimulate the body to release stored fat • bans fruits, cereals, vegetables, and grains		**Nutritionally unbalanced** • omission of cereals/breads causes a lack of thiamine, niacin, iron, and carbohydrates • insufficient amounts of vitamins A and C **Side effects** • nausea, fatigue • anorexia, diarrhea • high fat intake may increase risk of heart disease • kidney irritation • development of unhealthy state of ketosis
Fasting Diets	• individual stops eating completely • allows non-caloric liquids • suggests vitamin supplements		**Nutritionally unbalanced** **Side effects** • without medical supervision, it becomes hazardous after 24 hours • if prolonged, it causes loss of *lean* body mass, anemia, ketosis and possible death due to heart complications

And Now a Word About Other Diets

THE ZEN MACROBIOTIC DIET

. . . is a dangerous diet which has religious overtones, although no religious sect will take responsibility for developing it. It claims cures for various ailments and diseases, including epilepsy and cancer. Promoters of this diet say that if a person's throughts are right, the body can produce its own vitamins, minerals, and protein.

However, this diet has proven fatal to some followers. It is especially dangerous if followed to the highest of the ten dietary levels, which consists of brown rice only. No milk or sugar is permitted, sodium intake is very high, and fluids are severely limited. The severe fluid restriction leads to gradual loss of kideny function. Anemia, emaciation, and protein and calcium deficiencies are also common side effects.

THE MAYO DIET

. . . is not to be confused with the Mayo Clinic Diet (which is an exchange diet including moderate amounts of protein and high fats and carbohydrates). The imposter version consists primarily of eggs plus grapefruit, which the diet claims will "burn body fat."

THE BEVERLY HILLS DIET

. . . developed by Judy Mazel, is a complicated six week regimen beginning with a series of "fruit only" days. It recommends that the dieter balance high calorie binges with a day of eating only pineapple. The diet is nutritionally incomplete.

THE LIQUID PROTEIN OR THE LAST CHANCE DIET

. . . consists of liquid protein products. The diet supplies too few calories and is nutritionally incomplete, as well. The liquid protein products are made from animal hides, tendons, and bones, with sweeteners and flavors added. Negative side effects are numerous and several deaths have been directly attributed to the diet.

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Fast Foods
Student Activity Sheet

Match the calorie choices with the correct food products. Place the appropriate number of calories in the blank beside each food choice.

FOOD CHOICES	TOTAL CALORIES	CALORIE CHOICES
Burger Chef		
Hamburger	_____	230
Big Chef	_____	250
French fries	_____	535
Chocolate shake	_____	955
Burger King Restaurant		
Hamburger	_____	310
Whopper	_____	1005
French fries	_____	180
Chocolate shake	_____	325
McDonald's Restaurants		
Hamburger	_____	240
Big Mac	_____	665
French fries	_____	630
Chocolate shake	_____	260
Kentucky Fried Chicken (fried chicken, mashed potato, coleslaw, roll) 2-piece dinner		
Original recipe	_____	365
Extra Crispy	_____	220

FOOD CHOICES	TOTAL CALORIES	CALORIE CHOICES
Long John Silver's Seafood Shoppe (fish, chips, coleslaw)		
2-piece dinner	_____	1030
Pizza Hut		
Individual (cheese pizza)		
Thick crust	_____	550
Thin crust	_____	595

Fast Foods
Teacher Answer Sheet

FOOD CHOICES	TOTAL CALORIES
Burger Chef	
Hamburger	250
Big Chef	535
French fries	240
Chocolate shake	310
Burger King Restaurant	
Hamburger	230
Whopper	630
French fries	220
Chocolate shake	365
McDonald's Restaurants	
Hamburger	260
Big Mac	550
French fries	180
Chocolate shake	325
Kentucky Fried Chicken (fried chicken, mashed potato, coleslaw, roll) 2-piece dinner	
Original recipe	595
Extra Crispy	665

FOOD CHOICES	TOTAL CALORIES
Long John Silver's Seafood Shoppe (fish, chips, coleslaw)	
2-piece dinner	995
Pizza Hut	
Individual (cheese pizza)	
Thick crust	1030
Thin crust	1005

A Comparison of Energy Costs in Some Common Activities

ACTIVITY (PER HOUR)	120 lbs. (CALORIES BURNED)	175 lbs.
Basketball–½ court	495	585
Bicycling–10 mph	370	440
Calisthenics (continuous)		
A. low	245	290
B. medium	395	470
C. high	585	690
Checkout-counter work	120	140
Dancing–rock	225	265
Driving car–automatic (light traffic)	85	100
Eating	80	95
Handball–2 people	695	820
Jogging–5.5 mph	585	690
Lawn mowing (power mower)	225	265
Making beds	185	220
Personal toilet (washing,shaving, dressing, combing, etc.)	180	215
Raking leaves and dirt	200	235
Resting	65	80
Rope skipping–50 to 60 skips per minute (count one foot only)	455	540
Run in place		
A. 50-60 steps per minute (count one foot only)	455	640
B. 90-100 steps per min. (count one foot only)	585	690

[1]Information courtesy of "Your Active Way to Weight Control" by Dr. Charles T. Kuntzleman, who is a consultant to Campbell Soup Company's Turnaround Program. Copyright ©1980 by Charles T. Kuntzleman, Ed. D.

ACTIVITY (PER HOUR)	120 lbs. (CALORIES BURNED)	175 lbs.
Shopping	150	180
Sitting–reading	80	95
Skiing		
A. downhill (continuous riding and lifts not included)	530	625
B. cross country–5 mph	625	735
Standing		
A. light activity; dish-washing, etc.	120	140
B. normally	90	105
Stationary bicycle; resistance sufficient to get pulse rate to 130		
A. 10 mph	375	445
Swimming		
A. 30 yds. per minute	375	445
B. 45 yds. per minute	615	725
Table tennis–recreational	270	315
Telephone talking–sitting	80	95
TV watching	70	80
Walking		
A. 2 mph	165	195
B. 3½ mph	280	330
Washing cars	205	245
Writing	80	95

Home Management and Consumer Education Teaching Strategies

Male students consider home management and consumer education as an important area to study in home economics.[1] Developing consumer competence in areas of food, clothing, housing, and home furnishings are vital areas of study for males and females. Becoming an effective consumer in a post-industrial society of diminishing resources involves a change of values regarding quality vs. quantity of consumer goods and services as well as development of effective shopping practices.

The decision-making process within the family unit requires equal participation by males and females as roles in the home become more equitable. Therefore, it is important for secondary-level males to develop attitudes and skills which will enable them to make and implement family decisions effectively. Home management concepts that emphasize the dual roles and responsibilities of home and work for males and females are important emphases.

OBJECTIVE: Analyze how you manage your time.

HOW DO YOU SPEND YOUR TIME?

Too often people find that there are not enough hours in the day for all they have to do. The problem stems from poor management of time. To manage time more effectively, it is sometimes helpful to make out a schedule for the day's activities. Making out a schedule can help students. Evaluate the way they use their time.

Students could make a graph of how they use their time on a normal day. A pie graph is an easy way to show how time is used. Ask students to be creative in the way they graph their time expenditures. Students can share their graphs with each other. Similarities in the way time is spent will be of interest to the students. Point out that it is not just the time one has, but the way that it is used that is important. We all have the same amount of time per day. After looking at their graphs, students can discuss ways they can improve their use of time.

OBJECTIVE: Recognize that housekeeping is necessary wherever you are.

HOUSEKEEPING IN THE WILD

Describe housekeeping necessary when camping. Research information on selecting a location; camping etiquette; housekeeping; cooking; and cleanup tips. Make a list of essential camping equipment and convenient camping equipment.

OBJECTIVE: Determine advantages of simplifying work to save time and energy.

TRY IT THE EASY WAY

Many tasks in the home require much energy and time to accomplish. In addition to household tasks, most people are involved in other activities which also require much time and

[1]Camille G. Bell and Gloria E. Durr, *Making Home Economics Relevant to Males.* Distributed by Home Economics Instructional Materials Center, Lubbock, TX, 1980.

and energy. Therefore, homemakers need to manage time and energy efficiently. It is worth the effort to take time to evaluate the way you do tasks, and develop ways of simplifying them. Habits keep people from changing their ways, but very often there are simpler ways to do tasks, ways which will save both time and energy. The following activity will demonstrate how it is possible to use less energy and save time. The principle can be applied to any indoor or outdoor household tasks.

Ask a student to volunteer to set the table. No special preparation should be made for this activity. For example, do not arrange items in a display or set up a tray, but leave the kitchen unit and table just as they are. Be sure a tray is stored in the area. As the student sets the table, keep track of the number of trips the student makes. The student may make several trips to collect all the items needed. After the student has completed the task, return items to the proper storage place and ask another student to set the table. Again keep a list of the trips made by the student.

Three or four students should perform this task. After the last student sets the table, return items to the storage space. Tell the students that student one made _____ number of trips; student two made _____; student three made _____; and student four, _____ trips. To show the effectiveness of time management, tell students the table can be set in one trip. Ask if any student can set the table in one trip and have that student show the class how. Even if a student loads a tray and carries it to the table, a forgotten item would disqualify the student because planning is an important part of time management. No comments should be made until a student has completed the table setting in one trip. That trip can be accomplished by placing all needed items on a tray and carrying the tray to the table.

This activity can be used as an introduction to the work simplification process. Students can discuss why it is important to incorporate work simplification methods into routine tasks; why more work simplification methods are not used in and around the home; and how much energy can be saved by simplifying a routine task. Encourage students to discuss ways they can save time on routine tasks in their daily activities.

OBJECTIVE: Manage time by planning and sharing routine homemaking tasks.

SHARE THE TASK

A well-organized home provides pleasure and happiness for its occupants. Good organization does not just happen; it is the result of cooperative, shared efforts. Students may look forward to living on their own, but often they fail to think about the responsibilities to be assumed, or who will perform which task. Students may not think about the give-and-take involved in sharing and assuming responsibilities, or the importance of following through and completing tasks on time as scheduled. The following activity will help students gain a better understanding of the importance of planning and sharing routine tasks of homemaking.

Ask students to list the tasks they will need to perform when they live on their own. Lists should include routine tasks of housekeeping and cleaning, laundering, grocery shopping, preparing meals, and caring for clothing. After students have completed the list of tasks, ask students to assume they have a roommate and check whether each task will most likely be performed by self, roommate, or both. Next, have students assume they are married and check whether the task is most likely to be performed by self, spouse, or shared by both. You may suggest students use the following format for headings and columns for this activity.

TASK	ROOMMATE(s)			SPOUSE		
	SELF	ROOMMATES	SHARED	SELF	SPOUSE	SHARED

Analyzing the designated task responsibilities should provide students with stimulating discussion. As students study their answers, they may be surprised to see traditional prejudices influencing their decisions. For example, a task considered a self or shared task with a roommate might be considered "women's work" or a "man's job" when the student thinks of tasks to be performed by a spouse. When discussing the give-and-take necessary in planning task responsibilities, some students may find they thought about cooperating and coordinating their schedule with a roommate's class or work hours, but they did not make the same effort to consider the work hours, schedule, or activities of a spouse.

Have students discuss how the habits and attitudes practiced at home carry over into the decisions of task responsibility. Discuss why it is important to carry out various planned tasks systematically. What happens when an individual fails to carry out her or his responsibilities? Have students relate enjoying privileges to assuming responsibility. How can planning and management of tasks influence the fun and social activities of the members of a household? How can acceptance of responsibilities encourage warm, interpersonal relationships?

OBJECTIVE: Determine ways to save energy in the home.

SAVE THE HEAT

There are a great number of ways to save energy in the home. Many times individuals can do little things that will save large amounts of energy. However, elderly people, who often have the greatest need for saving money, may lack the resources needed to make these changes. While learning about energy conservation, students can aid the elderly in your community in the following activity.

Elderly people often live in older homes that were not built with energy conservation in mind. Working through a senior citizen's group, club, or church, contact homeowners who would benefit from energy-saving tips. The students need to work with elderly homeowners to demonstrate inexpensive ways to reduce heat loss. Have students demonstrate how to build draft shields to reduce heat loss through windows and doors.

Instructions for Making a Draft Shield for Window: Measure the *inside* of the window, to determine the *outside* dimensions of the draft shield. Write down dimensions of all windows to be covered. Purchase scrap lumber for building the shields. Check to see if the lumber can be cut by students in woodshop classes. White pine lumber one to two inches wide is a good material to work with. Cut the lumber to the proper lengths and fasten together to form a frame. Staple heavy-duty clear plastic over the frame. Place the draft shield inside the window frame. When completed, the draft shield fits snugly inside the window frame.

Fabric Roll Draft Shield. To make the sausage-looking draft shield, cut a strip of fabric a little longer than the width of the window or door where it is to be used. The width of the fabric should be twice the width of the roll desired. Fold the fabric lengthwise with wrong sides out. Sew the long sides together. Sew one short end together and leave the other short end open. Turn the fabric inside out. Stuff with polyester, cotton, kitty litter, or birdseed. Sew the open end together by hand. This fabric roll-type draft shield can be used plain, or can be decorated to resemble dogs (particularly dachshunds) snakes, alligators, etc. Felt, yarn, and buttons can be used for faces, ears, and feet on the draft shields. Place the shield on the window sill, or on the floor next to a closed door.

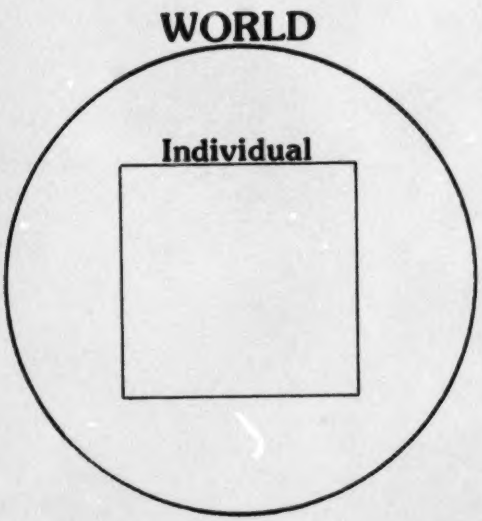
OBJECTIVE: Explain the effects a consumer's decision has on individual, community, national, and world resources.

MACRO ECONOMICS

A common approach in consumer education is to examine an individual's use of resources. This point of view can be called a "micro" one. For example, the decision to buy an automobile has an impact on the purchaser's finances, driving habits, perhaps even the choice of residence, employment, and use of leisure time. In a "micro" view, only a small part of the total economic picture is seen.

If we examine an individual's use of resources, however, in terms of their effects on community, national, and world resources, we get a look at the whole picture. This is a "macro" view. For instance, that new automobile could affect the neighbors in terms of the space it takes up, and the noise and fumes it makes. It affects the neighborhood by contributing to more traffic. In a larger sense, the purchase affects the car dealership, the persons employed by the auto industry, the bank who made the loan for the purchase, and other related businesses. Buying, or not buying, in this larger sense is referred to as "macro" economics. What an individual chooses to consume affects not only that person's resources but community, national, and world resources as well.

When an individual decides to buy a car, other resources than his or her own are affected. Draw the illustration below on the chalkboard. Students can duplicate the drawing on paper. In the box, students should list individual resources which will be used in the purchase of a specific item. In the circle, they should list community, national, and world resources which will be affected by that decision. In the space below the circle have students explain how an individual's decision to buy affects personal, community, national, and world resources.



OBJECTIVE: Set purchasing priorities based upon needs and wants.

PURCHASING PRIORITIES

Individuals make purchases based upon their needs and wants. Sometimes people need or want more than their resources will allow them to buy. Individuals logically would purchase those items they need before items they may simply want for reasons other than need. But people don't always do what is logical when it comes to purchasing, often because they haven't worked out their priorities. Setting priorities then becomes important. To help students think about setting purchasing priorities, conduct the following activity.

Divide your students into small groups. Using magazines and catalogs, students can cut out pictures of items they commonly purchase and use. Mount these on notecards or cards made from poster board for easier handling. Make enough cards of a variety of items so that each group will have a set of 15-20 cards. Working in their small group, students should arrange their set of pictures in a line or column in order of importance. The one item considered most needed by the group would be first, the second most needed would follow, and so forth. Pictures at the bottom of the column would represent items that are often wanted but not really needed.

Students working together will discuss and possibly disagree among themselves on the priorities of the group. In this way they discover not only individual differences, but also what "need" really is. Groups can then share their priorities with other class members and explain why they arranged their pictures as they did.

To conclude the activity, ask each group to remove all pictures of items they would be able to live without. The only remaining pictures should represent items that are essential. Don't be surprised if some groups have no pictures remaining!

OBJECTIVE: Analyze advertisements to distinguish between positive and misleading advertisements.

WATCH THAT AD!

Advertising can be a tricky business. Often ads appeal to emotions and feelings unrelated to the product being advertised. The "tricks" are usually camouflaged and may not even violate the rules of fair advertising. Consumers should be alert to such advertising.

Have students read references to develop criteria for judging advertisements. Then they can look through magazines and newspapers to find a variety of advertisements. Students are to evaluate the ads using the criteria established. Students can also determine ways that the ads can be improved to present the same information with no "tricks," and still be effective.

Divide students into small groups and write an advertisement for a certain product. Students should make their advertisements as realistic as possible. Some group members can do the artwork, while others can work on the layout, and still others work on the copy to accompany the ad. Have the groups present the advertisements to the class just as the ad might be presented to an advertising agency. After all groups have presented their advertisement for a specific product, have students evaluate each ad using the criteria previously established.

OBJECTIVE: Determine the advantages of collecting coupons and refunds.

SAVING WITH COUPONS

Discount coupons are offered by many companies. The coupons are often used to get people to buy new products or services, to take advantage of a special offer, or to encourage continued buying of a product or service. No matter what the purpose of the coupon, the main advantage to the buyer is that money can be saved. Coupons are found in many places. Newspapers, magazines, and flyers are a few of the most common sources. Product packaging is an additional source.

Make your students aware of the advantages of saving coupons by providing practical experience in saving them. Have students collect coupons for a designated time period—three weeks, a month, or whatever fits your schedule best. Refunds and rebates should be included in the coupons. Arrange for students to have their own storage container for the coupons. Cigar boxes, large Manila envelopes, file folders, baskets, and shoe boxes are ideal for storage containers.

At the end of the collecting period, students are to divide the coupons into two categories—food item coupons and nonfood item coupons. In each category students group coupons together that offer discounts on the same or similar products or services. Each student then prepares a tally sheet that lists usable coupons. Add up the amount of possible savings for usable food and nonfood item coupons. Next, list the nonusable coupons, again by product, and add up the amount of savings from food and nonfood coupons that would probably not be used by the student. Finally, the students could compare the total amount of savings from usable and nonusable coupons. Students can discuss. How can consumers benefit the most from saving coupons? Is the time spent on collecting and using coupons worth the savings? Why do manufacturers and providers of services offer coupons? Why don't more people take advantage of the savings provided by coupons? How much difference could using coupons make in a food bill? Is it worth the time and effort of collecting all the coupons? Why or why not?

A resource person who could help explain the use of coupons and the way they work would be a coupon clearinghouse employee. Persons in the community who use coupons and refund offers on a regular basis would also be interesting resource people. They could present a realistic view of coupon saving. Individual students can accompany a person who is a collector and refunder of coupons on a shopping trip. Students could then share the experience with classmates. Encourage students to collect stories from newspapers and magazines about persons who collect and refund coupons. The students can share the stories with classmates.

OBJECTIVE: Demonstrate ability to use comparison-shopping and decision-making skills.

WHICH CAR FOR YOU?

The number of automobiles in the United States is increasing daily. Most families own at least one automobile, and many families own two or more. The purchase of automobiles is a common occurrence, but knowledge of the factors that affect the purchase of an automobile is not so common. Many people find out all the details and concerns of purchasing an automobile the hard way. To avoid being taken in by the sales pitch of a car dealer, students should practice buying automobiles in a nonthreatening atmosphere. The following activity provides that experience. As students are involved in this activity, they will be applying concepts related to decision making, credit procedures, advertising methods, and comparison shopping.

Make enough slips of paper for each student. On the slips of paper, designate five "car dealers," and the rest "buyers." On the "buyer" slips designate income level. Distribute income levels from one $100,000-annual-income buyer to one $8,000-annual-income buyer. Make sure that you include only one of each of the high and low incomes mentioned, with a wide range of incomes between. Put the slips of paper in a container so that students may select a slip of paper randomly. This identifies the student as a dealer or buyer.

Dealers should select a brand of automobile to sell. They may choose to deal in foreign cars, used cars only, new and used cars, or a specialized vehicle, such as pickups, jeeps, etc. Dealers should look through magazines and newspapers to find pictures of their inventory. Each dealer is to select a location in the classroom and display the automobiles to be sold. Advertising with billboards or announcements is appropriate. Special deals may be necessary to attract customers.

Buyers must buy a vehicle. They can look at all the "car lots" and select the vehicle which best meets their needs. The buyer must identify needs and wants when making a selection. A list might be useful and could include insurance, gas economy, maintenance required, and trade-in. The important thing is to be realistic and stay within financial limits. After making the vehicle selection, the buyer must decide how to finance the purchase. The buyer should examine all alternatives and compare them to see which is the best method of financing.

After comparing alternatives, the buyers are to write a report of their experiences in buying a vehicle. Each report should include the following: the buyer's income; needs; wants (standards); decision in selecting the vehicle (Was it based on price, dealer offer, color, etc?); what accessories and optional equipment were chosen and why; why the dealer was selected (faborable reputation, offered good service after the sale, etc.) when and where was the final decision made (Was it impulsive, well thought-out, in a pressure situation, or in a relaxing atmosphere?).

Throughout the activity the dealers should be discovering ways to attract the most buyers. Dealers must compete with each other for buyers. A "Dealer of the Day" (or week) award is given to the dealer who has the most sales. The dealer must decide who their target group is and try to get that group to buy. After all the buyers have purchased a vehicle, the dealers must write a report of what they discovered as a dealer. The report should include the following: how buyers were encouraged to buy; what the problems of getting people to buy were; how interest was created; what factors dealers must consider other than attracting buyers. As a conclusion to the activity, dealers and buyers could give a brief oral summary of their reports.

Car dealers can be invited to the class to discuss their business, and what influences consumer purchases. People who handle financing the automobile from banks, finance companies, car dealerships that handle their own financing, etc., can also be asked to speak to the class.

OBJECTIVE: ***Analyze the need for insurance.***

INSURANCE FOR EVERYONE

Insurance is sharing with other people the cost of protection against risks. This is done through insurance companies. An insurance company collects a premium from everyone who is insured by their company, and uses this money to pay the insured for damages covered by the company. There are many types of insurance and many variations of the basic types of insurance. The concept of insurance is similar for all types, but the variations make insurance difficult to understand. The following activity will help male and female students understand the concept of insurance.

Select an item common to all students, such as a pen or pencil, eraser, notebook paper, etc. This is the sample item to be covered by insurance provided in your classroom. Provide students with tokens to represent money. Pieces of paper with a dollar amount written on them, beans of different colors for different amounts of money, or marbles are possible tokens. Decide how much money it would take to replace the designated item. The amount becomes the premium that each student must pay in order to be covered against loss or damage to an item.

Students have the option of insuring or not insuring. Those who do not insure are accepting the fact that they must be able to replace the item without any help from other students or without using any money to be used for other purposes. While participating in this insurance exercise, students are not allowed to bring items that they may have in their lockers or at home. For example, if the item selected by the class for insurance is erasers, then students must have an eraser that they use only in your class. If the eraser is lost or stolen, the student cannot replace it with another eraser unless the student informs the "insurance

company." If the student is not insured, he or she must forfeit the same number of tokens that would be needed to replace the item. If the student is insured, the insurance company will compensate the insured for the amount of the cost of replacement. You will need to determine the length of time the insurance activity will run. It could run through an entire study on insurance. Insurance notices could appear on certain days, and cancellations would occur if students didn't take out coverage by a certain deadline, or a certain class period.

Pencils are a good choice for items to be covered by insurance as they are sharpened and wear down. They are also easily misplaced, thus making the "risk" or need for insurance greater. Students will probably contribute more ideas for this insurance coverage activity as they become more familiar with insurance.

OBJECTIVE: Determine the appropriate sources for answers and solutions to consumer complaints.

RECOURSE FOR CONSUMER COMPLAINTS

Too often consumer complaints are never dealt with because the consumer either does not know how to find a solution, or the process to correct the complaint is too time-consuming. In order to familiarize students with procedures for finding answers to their consumer complaints, get them actively involved in the process. Many students have experienced problems with products and services, but usually students' experiences are limited since their income is limited. Most students also experience the same type of problems.

To get a wider variety of problems represented, prepare cards with a picture of an item, and write a brief description of the problem on the card. Examples could include hot rollers which do not heat; faulty plug on appliance; constant "buzz" sound on radio; etc. Have each student draw a card. Ask students to research possible sources for recourse of the consumer complaint on the card. The problem should be studied thoroughly, and all possible alternatives listed. Students are then prepared to make meaningful and tactful contact with the appropriate sources. Students can share the information they have found.

To inform others, students can use the information gathered to set up an exhibit in a school display case, prepare a flyer to distribute, or plan a bulletin board. Students can inform people in the community by getting permission to set up a display in a shopping center, bank, or other community building.

When studying recourse of consumer complaints, you may want to bring in a resource person such as a business teacher or an English teacher, or a person who handles complaints for a retail store or a company, who can instruct your students on the most effective ways of writing letters in order to get immediate results. Resource people in the field of handling consumer complaints might offer suggestions for getting immediate results.

Housing and Home Furnishings Teaching Strategies

Every person during all life cycles is involved in some aspect of housing selection. Housing often involves the largest financial investment many persons make in their lives. For this reason, all males will find housing and home furnishings valuable.

In respect to housing, males may be interested in the following:

- housing needs
- housing sites
- legal aspects of housing
- energy conservation in housing
- electrical safety
- storage
- kitchen arrangement
- equipment
- maintenance of a home
- remodeling and redecorating
- selection of furniture and accessories
- furniture construction
- relationships of design principles to housing and home furnishings
- housing-related careers for males.

OBJECTIVE: Analyze advantages and disadvantages of housing alternatives.

HOUSING ALTERNATIVES: WHAT'S IN YOUR FUTURE?

Part I. Many different types of housing are available today. Any lifestyle can be accommodated with the wide variety of housing alternatives available. At the same time, financing a traditional home is becoming more and more difficult. Alternatives must be examined in order to be aware of the different types of housing that can meet the needs of people unable to obtain a traditional single-family dwelling.

Divide students into groups. Ask each group to find as much information as possible about one housing alternative. Students might select from the following housing alternatives:

Apartments
Town houses
Condominiums
Alternative-energy housing
Mobile homes
Ready-built homes
Modular dwellings.

Encourage students to visit as many of the types of housing alternatives as possible. Students should research the cost (deposit and payments), financing, furnishing, maintenance, equipment needed for maintenance, investment possibilities, special features, etc. The groups can share the information with classmates through a brief group presentation. Charts and posters may be efficient ways of conveying the information. These visual aids will serve as a resource for the second part of this activity.

Part II. Divide students into groups. Label slips of paper with various housing situations, such as the ones described on p. 127. To make the situations realistic, include current salaries and cost of living figures. Have a member of each group draw from a container to determine which situation to respond to. Students are to pretend they are in the situation described. Students should read through the situation with group members, and decide which housing alternatives(s) would be best for the given situation. In a report to the class, the group should give detailed explanations of the housing choice(s) recommended. All influencing factors should be explained. Suggestions for alternatives should be given and explained thoroughly.

OBJECTIVE: Determine ways to solve storage problems.

WHERE SHALL I PUT IT?

Organizing storage space increases the convenience of the storage area. Adequate storage is needed to reduce clutter and make cleaning easier. Storage space can be a problem, especially when several people share the same space. However, storage need not be a problem if creativity is used to devise storage areas.

For an extended learning experience, encourage students to go through their belongings and identify items which are no longer useful, those which could be stored in a different way, etc. Students should devise a plan of action that would allow them to rearrange the space in order to maximize the usability of their space. This space could include desks, dressers, chests of drawers, closet space, and other storage areas such as under the bed, in the attic, or in a storage house. The students should also develop criteria to evaluate and improve their storage areas.

After determining solutions to problems, students should construct items that would aid in using storage efficiently. Following are some ideas for improving storage space. Students may select one or two of the ideas presented, or use ideas of their own. If a student is improving a closet situation, sketches or photographs of the closet before and after improvements can be presented with a brief summary explaining improvements made.

Boxed music. Adult shoe boxes are just the right size for eight-track tapes. Tennis shoe boxes or children's shoe boxes are ideal for cassette tapes. Tapes stack neatly and can

be found easily in these boxes. Cover the outside of the boxes with contact paper, extra pieces of wrapping paper, or scraps of wallpaper or fabric. These boxes can be used stacked on one another and placed on shelves.

Shapes and pegs. Find scraps of lumber, and cut into shapes such as hearts, birds, fish, clouds, diamonds, etc. Paint the shapes with enamel and decorate appropriately. Add nails as pegs for hanging ties, jewelry, or belts.

Covered boxes. Cover boxes with wrapping paper, fabric, etc., to make attractive storage boxes. These are ideal when there is no place for out-of-sight storage.

Stacking shelves. Shelves often provide the answer to storage problems. Easy-to-assemble shelves can be made from cinder blocks and lumber. Paint the blocks and lumber to coordinate with other room furnishings, or leave them natural. Stack the lumber on the blocks in the desired shape or size shelves.

Can it. Jars and cans store odds and ends neatly. They may be decorated easily to match any room. Encourage students' creativity in the decoration.

Combat closet clutter. Make the most of closet space. Go through a closet and separate items that are no longer useful or wearable, and discard them. These items may be donated to an organization or given to a brother, sister, relative, or neighbor.

Arrange closet space so that things that are needed frequently are easy to reach and use. Add shelves in the bottom for shoes, sports equipment, etc. Bricks and lumber are ideal for this type of shelf. Make shoe bags from leftover pieces of fabric to hang on the door. Adding an extra hanging rod can double the space in your closet. Depending on the individual closet arrangement, many other ideas for reducing closet clutter are workable.

OBJECTIVE: Plan and decorate an interior space utilizing design principles and decorating techniques.

INTERIOR DESIGN

Students may apply design principles and decorating techniques they are learning in class in a variety of ways. Have each student select an interior space for a personal design project. Have students do library research to get ideas for decorating the space. Encourage students to use their creativity in carrying out the project and presenting the results to the class. The student might develop a portfolio of ideas, collect samples of materials to be used, use drawing skills to develop illustrations of the space, use photographic skills to develop a picture or slide story, use building skills to develop a model, or complete an actual decorating project and bring before-and-after photographs or actual items to show the class. Encourage students to consider costs and energy-efficiency in designing the space.

OBJECTIVE: Develop skills in repairing and updating furniture.

FURNITURE UPDATE

Usually, when students leave home for the first time, their household furnishings are leftovers that are not in the best condition. Furniture from garage sales is common in the "first home." In fact, few homes, old or new, are without some furniture the owner would like to have refinished. These pieces of furniture often need only a bit of repair and updating to be useful and attractive.

Invite resource persons to talk to students about refinishing and updating old furniture. You will want the speakers to cover both upholstery and wood refinishing techniques. After the introduction to furniture repair, as a class project students can refinish pieces of furniture. Students could bring furniture from home to repair and refinish. You might ask teachers to donate pieces of furniture they would like to have redone.

Encourage students to choose simple pieces of furniture for this first refinishing project. Students will examine the furniture, write what repairs are needed, and give an estimated cost of repair. This information will be reported to the owner of the furniture to make sure they are willing to pay for the repairs. Depending on class size, students can work on the furniture as individual projects or small group projects. As the furniture refinishing can be very time-consuming for a class project, you may want students to use it for an extended learning experience.

After all pieces have been completed, arrange an exhibit of the students' work. Have students write a brief essay telling how they plan to utilize these skills later.

OBJECTIVE: Compare furniture based on need, quality, and cost.

FURNITURE THAT IS RIGHT FOR YOU

The quality of furniture depends on the construction and the quality of materials. Knowledge of this is important when purchasing furniture. Using your needs, your income, and the furniture's purpose as a guide, it is possible to select the quality of furniture most suitable for you. At different times in your life, your furniture needs and wants change. You may not always need or be able to afford the finest merchandise, but by recognizing factors that affect the quality of furniture, you may be able to get the best quality for your money.

Students should predict what they will be doing or would like to be doing after graduation from high school. Based on their predictions, they are to determine what their furniture needs might be. For example, a student planning to attend college living in the dorm would need portable furniture that is easily stored and moved, and doesn't require much space. Students planning to move into their own apartments would have different needs.

After needs have been determined students can work together to form shopping guidelines as a check list for easy comparison. Furniture brochures, catalogs, and magazines will be helpful. Some questions students should consider when examining furniture include: What factors would influence furniture purchases? When might it be necessary to consider price more than quality? Why is it important to consider needs and wants when selecting furnishings? Students should visit local furniture stores and examine types of furniture that would meet their needs, and that they could afford. They should look for quality construction and materials of the products over a wide price range. Compare price as well as the quality of products at a local furniture store, department store, and discount store. After filling out the check list, students should "purchase" a piece of furniture. The students should be prepared to defend their purchase with evidence from the check list.

OBJECTIVE: Demonstrate ability to make home repairs.

REPAIR WORKSHOP

Keeping a home in good repair is important to the appearance of the home, and helps prevent the expense of major repairs. Many repairs in and around the home can be done inexpensively without help from professionals. Often repairs are the responsibility of males, but many of these tasks are now shared by females. The following activity allows students to make a variety of household repairs.

In groups or as individuals, students can research how to perform various repairs any homemaker can do. Results will be presented in a workshop by individuals, teams, or groups. The presentations for the workshop should include an introduction to the topic, a description of the problem, an explanation or demonstration of the needed repair, and costs involved.

Possible topics for the workshop are numerous. Some topics to consider include:

- Repairing leaky faucets
- Repairing commodes
- Unclogging drains
- Putting up pictures
- Repairing electrical cords
- Repairing small appliances
- Installing or repairing plumbing
- Repairing doors
  - replacing locks
  - replacing knobs
- Hanging shutters
- Putting up curtain rods
- Repairing towel racks
- Building shelves
- Grouting
- Caulking
- Replacing broken windows
- Painting.

If possible, students participating in the workshop should have the opportunity to practice repairs after each is presented.

OBJECTIVE: Determine planning and maintenance costs in landscaping.

LANDSCAPE ON A BUDGET

The beauty of a home is enhanced by the exterior as much, if not more, as the interior. The exterior is what people see first; and as the saying goes, first impressions are lasting ones. Proper landscaping of a home can improve the exterior appearance. Remember that landscaping need not be expensive and difficult to maintain to be attractive.

Take pictures of newly-constructed homes, apartment complexes, etc., which are not landscaped in your community. Cameras that use self-developing film are excellent for this purpose. Ask students to select one of the pictures which they will plan landscaping for. You may want to encourage students to bring a picture of their choice to use. Designate an amount of money for each student to work with. Vary the amounts of money allowed from minimal to extravagant amounts. You may want students to draw for the budgets they will work with. Students should recognize that effective landscaping may be achieved with smaller amounts of money as well as larger amounts. In their plans, students should include the initial cost, maintenance cost, maintenance required, possible plant replacement cost, insurance cost if applicable, and drawings or pictures of the landscaping. Students should also consider policies and warranties of nurseries in the area.

Emphasize the use of design principles, aesthetic value, and energy efficiency. Plans may vary from a simple, neat, manicured lawn to the use of statues, fountains, and ponds. Getting the most for you money is the aim of this activity. For a home project, students can, with parents' permission, do landscaping at home and then present a report on the project to classmates.

OBJECTIVE: Determine appropriate lighting for specific rooms and activities.

LIGHT UP YOUR LIFE

Lighting is a very important element in making a room pleasant and appealing. Light has an immediate effect whether or not we are aware of it. Colors, textures, and forms are affected greatly by lighting, whether natural or artificial. Shape, size, and the atmosphere of a space are influenced directly by the lighting of the space. Careful attention to lighting can enhance the appearance of any room.

Much of the decision on lighting depends on the purpose intended. Good lighting is needed in work areas as well as in living areas. The following activity will help students choose appropriate lighting for specific rooms.

Have students look through magazines and newspapers for drawings of house floor plans, and select one that is of interest to them. Each student will then select one room from the floor plan to use in the activity. As an alternative, the students may select rooms from their own homes.

The student will make a scale drawing of the room and furniture placement. Identify the purpose of the room, who will use the room, and what kind of lighting will be needed. Indicate all activities that can be conducted in the room so that plans for appropriate lighting can be made. Indicate color and type of floor and wall coverings since these factors influence the lighting. Consider if lighting should be general, directional, reflected, two-directional, etc. Also consider if lighting is to be for decoration, effect, a specific function, or combination. After the room and the criteria have been defined, students should select the most appropriate lighting for the room. The placement of the lighting should then be added to the drawing. A written explanation should accompany the drawing, telling why the particular lighting was selected.

OBJECTIVE: Point out advantages of solar energy for heating.

CATCH SOME RAYS

Solar energy for heating has become a viable energy source in many parts of the United States. Solar heating can be advantageous in a variety of situations. It can be used to heat an entire home, individual rooms, or water. However, students should be aware of the cost comparison between solar heating systems and traditional ones. Initially, a solar heating system may be more expensive, but with proper planning such a system can save money in the long run. This activity will allow students to explore some of the possibilities and considerations in solar heating.

A solar heating system collects and stores heat from solar rays, and distributes the heat throughout a home. Solar heating systems are of two main types: passive and active. Passive solar heating systems rely on natural forces, such as gravity or convection, for the collection and distribution of the solar heat. Active solar heating systems require the use of mechanical aids, such as pumps and fans, to transport the absorbed solar heat. Both systems accomplish the same purposes.

Solar heating systems are a complex subject and should be approached simply at first. Students should research only simple solar heating systems. Perhaps students could research solar heating for a solar water heater on a single room. Students, also, could be divided into groups with each group researching one specific type of solar heating design. References on the subject are numerous but may be confusing. Be sure that you are familiar with solar heating systems before you begin this activity, or find a resource person to assist you.

In their research, students should discover the mechanics of their solar heating system, the cost involved, and the savings derived from using such a system. After researching a specific system or heating problem, students could build a simple model of the system for their

home, room, or water heater. To build the model students will also need to research building procedures and materials for such a system. Cost is an important consideration in ininstalling solar heating systems, and students should research the costs of installation, construction, and maintenance of their particular system. In a presentation to the class, individual students, or a group of students, could explain the solar system they have researched, including the inital cost of the system and the savings to be gained by using the system in the years to come.

Solar heating systems and their designs are a fascinating, albeit complicated, subject. Many of your students may become intrigued by the subject and wish to pursue it further. Persons with knowledge of solar heating systems are in great demand for jobs in design and construction. Encourage the students' interest. Let them follow the sun.

Sample Housing Situations

SITUATION A
Andrew and Sue are newlyweds. Both graduated from high school last year. Andrew has been working with a construction company building homes since graduation. He likes the job except for the uncertainty involved. When the weather is bad, he is unable to work. Sue works as an auto mechanic. She took mechanic courses in high school and enjoys the work very much. She has been working for six months. Sue and Andrew are now looking for a place to live. What type of housing would be most appropriate for them? What factors do they need to consider.

SITUATION B
George and Maybelle are in the empty nest stage of the life cycle. George is an architect for an established firm where he has been employed for 25 years. Maybelle is a homemaker and enjoys working around the home. George and Maybelle have three children. The youngest child graduated from college one year ago and is employed and lives in a nearby town. The two oldest children are married and have children of their own. The home George and Maybelle live in is too roomy for the two of them. George and Maybelle have been considering buying another home. They enjoy having time to themselves, but also enjoy visiting with their children and grandchildren. They want to have enough space so that the children and grandchildren will be able to visit. However, Maybelle would be more comfortable in a smaller home that would require less housework. What type of housing would satisfy the Johnsons? What factors must be considered?

SITUATION C
Matthew and Yolanda have been married for 10 years. They have two young school-age children. Matthew is a truckdriver and Yolanda is a substitute schoolteacher. They have been saving money for several years to buy a home. They do not plan to have any more children. The space needs for the family are not as great now as they will be later when the children are older. Matthew and Yolanda want a home they will be able to grow in. Matthew would like to have space for his hobby of making jewelry and polishing rocks and stones. In addition, Matthew and Yolanda are very energy-conscious and want an energy-efficient home. What would be the best housing choice for them? What factors must be considered as Matthew and Yolanda look?

SITUATION D
David is a senior in high school and will graduate in one month. He plans to attend a college in his hometown. He has a part-time job and plans to work while attending school. David would like to move away from home. He has considered asking some friends to be roommates in order to cut expenses. What would be the wisest housing choice for David if he lives alone? If he has roommates? What should David consider in making the decision?

Teaching Strategies for Careers

The value of home economics as preparation for a variety of careers should be readily apparent to everyone. Men have been involved in areas related to every area of home economics throughout history—food service, interior design, teaching, institutional management, counseling, clothing design, and retailing of consumer products used in the home.

While males comprise only one to two percent of the professionals identified as home economists, at present more men are moving into the profession. Many more men are engaged in careers which could benefit from training in one or more home economics subject areas.

Curriculum at the secondary level can make young men aware that home economics is a field for males. Curriculum should focus on the appropriateness for males of jobs and careers in home economics. It is important that the curriculum offerings depict the total scope of home economics, not just home production.

Appropriate objectives to help male students, as well as females, gain insight into possible home economics occupations are essential. Some suggested objectives are: identifying the education required; identifying skills and personal qualifications needed to succeed and advance, and developing acceptance of the contributions home economics can make to individuals and families.

OBJECTIVE: Determine career options in home economics.

CAREER OPTIONS

Many of your students, especially the juniors and seniors, may be trying to determine a career for themselves. Most of your students probably think that the only occupation available through home economics is that of a home economics teacher. You can broaden their scope of this occupational field by having them interview the many different people employed in any area of home economics occupations. Encourage students to interview persons employed at entry-level positions as well as professional ones. Explore nontraditional home economics careers, too.

For example, if you are presenting a unit on child development, brainstorm with your students to determine the many different careers in this one home economics area. Suggested child development careers students might investigate include: day care operator; case-worker; social worker; homemaker's aide; teacher at the nursery, kindergarten, elementary, secondary or college level; and educational researcher. Have students choose one career of interest to them. Have the class devise a questionnaire to be used by students in their interviews with persons working in child development. Provide a list of professional people and other persons who could be contacted by your students. After interviews are completed, have students give short summaries of their interviews. Compile all reports from students and bind in a folder or book so that students can refer to it for information concerning child development occupations.

This same activity can be used for each home economics area you cover. Each study will give your students an in-depth look at available career options in each area of home economics. Combine all interview summaries in a book on home economics occupations.

OBJECTIVE: Determine the responsibilities of a successful home economics professional.

WHO'S WHO IN HOME ECONOMICS CAREERS

Persons who have gained success in their professions can often entice other people to try their skills in that profession. You can help create an interest in home economics occupations for your students by introducing them to successful home economics professionals.

Students can research a professional person employed in a home economics occupation that is of interest to them. You might want to ask some students to focus on male professionals in home economics. The home economics professional might be someone within the community, or someone from another state or country. Students can get information about the professional they choose by conducting interviews or reading articles. An in-depth study of a person in a profession will give students a better insight of the responsibilities required in this occupation. Students could include advantages and personal rewards of the occupation, as well as any disadvantages of the profession. However, knowing that someone has already overcome many of the obstacles or disadvantages should encourage students to pursue an occupation in the area of interest to them.

Professionals which students might find interesting include chefs, fashion designers, food service managers, interior designers, home furnishing designers, home economists, textile print designers, fashion coordinators, fasion models, dietitians, teachers, health researchers, social workers, and consumer protection workers.

Have students make formal presentations on the professionals of their choice so classmates can benefit from the information. The reports should stimulate discussion of other professionals in home economics careers not mentioned. Encourage students to include home economics professionals in careers which are usually not considered traditional home economics careers.

OBJECTIVE: Analyze career opportunities in home economics.

CAREER ALERT

In all areas related to home economics, there are many career opportunities for males and females. Both traditional and nontraditional careers in home economics are exciting. Have students share information about career opportunities in home economics with others.

Have students research various careers, and interview professionals in home economics. Allow students to select an area that interests them, such as clothing and textiles, housing and home furnishings, food and nutrition, etc. You might want students to use the information previously gathered in the activities. Have students write a "Career Alert" column each week for the school or community newspaper. In the column describe one career opportunity in a selected area of home economics. If space allows, include more than on job description per column. This activity will inform students about career opportunities available. Additionally, students will be able to develop and improve written communication skills, skills important when actually seeking a job.

OBJECTIVE: ***Write an effective resume to be used as part of a job application.***

THE SELF-PORTRAIT

Inform students that a resume is a summary of pertinent facts about themselves. A good resume is one of the most effective tools for opening doors to employment. Through resumes potential employers get an accurate look at the students and their experiences. Knowing the importance of a neat, well-written resume is vital to persons seeking employment in a professional or technical field. Students should remember that a resume is a self-portrait.

Studying and writing resumes can prove to be rather dull, especially for the high school student. Students may find the subject more interesting if humor is added. Have students critique inappropriate humorous resumes. You may use the resume on p. 134, or you may design some of your own. You might use one of the resumes as a pretest to see how much students know about resumes.

After the pretest is completed, the resume format on p. 133, can be given to students. Explanation of each part of a resume listed on the format will give students the needed information for writing their own resumes. Each part is important:

- The *Name, Address,* and *Telephone Number* are self-explanatory. Remember to include the zip code in addresses and the area code in phone numbers.
- The *Employment Objective* should state clearly and consisely the type of position the applicant is seeking. Students also might list any personal preferences for the job, such as afternoons only, or no weekends. This listing of preference will, however, narrow the students' chances for employment.
- *Education* for a high school student is important. The student should list the high school attended and the proposed date of graduation. Any courses the student has taken which are applicable to the position applied for should be included. If the student's grade average is high, include it in this section.
- *Work Experience* may be deleted from the resume for those students with no previous paid job experience. However, students with no paid job experience could list positions of responsibility they have held. Include volunteer jobs as well.
- *Background* information is very important and will probably form the bulk of the high school student's resume. Extracurricular activities indicate a well-rounded personality to the potential employer. If a student is not active in any extracurricular activities in the school or community, the student might list some good qualities or characteristics needed for the position sought.
- *Interests* should be kept short, but should give the employer some personal information as to the type of person the applicant is. Be careful in your choice of interests. Listing money as an interest might lead the potential employer to believe that your only concern was money. Interests related to the job should always be included.

- *References* can be listed on the resume, but usually more space is required than is available on a one- or two-page format. A statement such as "References supplied upon request" allows the employer to request the references if desired.

All of the information in the resume should portray a positive image of the applicant. However, resumes should never be false or exaggerated. An important point to remember is that a poorly written resume gives a poor impression of the applicant. Make sure there are no misspelled words. Nothing should be written in its abbreviated or contracted form. The general appearance of the resume is also important. A resume that is spaced attractively on the page communicates care on the part of the applicant. If a second page is used, remember to have enough material to cover at least one-third of the page.

Review the resume format on p. 133. Review the resume used as a pretest. Ask the students if they can identify any errors on the resume not noticed before. Use the resume critique on p. 135 to explain any errors. Students may then critique the other inappropriate resume on p. 137. The third resume for students to critique should be the one on Mr. Bright on pp. 138-139. This resume format is correct, but students may have suggestions which they think will improve the appearance.

Students should now have the knowledge required to write a well-worded, attractive resume. Give each student a job description related to home economics. Students should assume that they are applying for the job assigned them. Well-written resumes could then be placed on a bulletin board under the heading, "RESUMES THAT RECEIVE RESULTS." Students viewing the bulletin board will be able to observe the correct format for a resume, as well as review possible occupations in home economics.

OBJECTIVE: Practice management skills.

MANAGEMENT: WHAT'S YOUR ROLE?

Trained managers are needed in all businesses and organizations to provide supervision and to keep things running smoothly. Many careers in home economics require management skills. Most managers have similar responsibilities. They must be able to plan well, keep careful records, and communicate well. To help students learn management skills, allow them to actually manage something.

Any one of the following activities will allow students to practice management skills:

- Have students plan and conduct a class party. Encourage everyone to take part. Let students draw for such roles as managers, workers, quality control experts, and evaluators. The same procedure may be followed for a banquet. Have students rotate roles so they develop an awareness of management skills in the operation.

- Set up a mini-factory workshop in the classroom. Again, let students draw for roles such as managers, workers, quality control experts, and evaluators. This project works well when coordinated with a holiday. Be sure to check with school administrators for approval.
- At Christmas, Valentine's Day, etc., take orders for single holiday decorations, favors, candles, etc. Collect orders from teachers, students, and people in the community. It may be possible for students to make decorations or invitations for some organization's holiday party. Make the project a learning-by doing experience.

Resume Format

Name:
Address:
Telephone number:

Employment Objective
Describe the type of position you want.

Education:
List the names of schools attended; programs studied; graduation dates; and diploma, degrees, and honors earned. List the schools in reverse chronological order, beginning with the one you attended most recently.

Work Experience:
If you have had jobs for pay, list those positions first, starting with the most recent. Give the dates, the names and addresses of employers, and the jobs held. Briefly describe your responsibilities in each job.

Background:
Although you may never have had a paid job, you have experience and skills. Think about activities you have been involved in during the last few years. Give a brief description of experiences related to the job you want. Use subheadings such as the following:

School activities
Community activities
Offices held and/or positions of leadership

Do not make a heading unless you have something to list under it. Include memberships in clubs or youth groups, activities such as ticket sales or committee work, and volunteer work. It is to your advantage to show that you have been involved in many activities. Employers prefer to hire active, energetic people.

Interests:
List hobbies, favorite sports, or anything that helps to give a better picture of who you are.

References Supplied upon Request:
This statement means that, if requested, you can provide recommendations from former employers, teachers, or other people who have knowledge of your qualifications and experience. You must ask these people if you can use them as references. Then, when you are asked to supply references, you can ask your sources to send a letter to the prospective employer.

[1] Reprinted from SURVIVAL: A GUIDE TO LIVING ON YOUR OWN, by J. Kelly and V. Chamberlain, copyright 1980, with permission of Webster/McGraw-Hill.

Resume I

RESUME OF I.M. BIGG

Personnel Information:
101 Poodle St.
Dogtown, TX.
296-6633

Employment Objective:
I want to be a pastry cheves helper. I'll work any afternoon except Friday, Saturday, & Sunday. Good pay is a must.

Education:

St. Bernard High School Dogtown, TX.	Proposed Graduation Date May 1984
Rin Tin Tin Jr. High	Sept. 1977–May 1980
Pekinese Elementary	Sept. 1970–May 1977

Work Experience:

The Big Kiss Kandy Store July 2-16, 1982	Responsibilities: Act as sells clerk, run cash register, sweep floor and clean counters. Reason for leaving: Fired, conflict with boss.

Background:
Water boy for St. Bernard Doggies football team.

Interests:
Love to eat and watch sports.

Resume I: Corrections

Resume of:
Always spell out given name and last name (may or may not print middle name).

Personal Information:
"Personal" is misspelled. Never abbreviate "street," "avenue," "drive," or "boulevard." Spell out name of state and use zip code. Place area code before phone number.

Employment Objective:
"Chef's" is misspelled. Offers very limited available work times. Never ask about pay before being offered the job.

Education:
Spell out "Texas." "Graduation" and "date" should not be capitalized. Do not include junior high or elementary schools attended.

Work Experience:
If your past work experiences were extremely short or ended unhappily, it would be best not to list these experiences. If a potential employer asks about any past experiences not listed on your resume, you may talk about them but be tactful when talking about past employers and co-workers. Employers often think that you may talk in a similar fashion about them. "Sells" should be spelled as "sales." A sentence continued on another line should be single-spaced and indented. "Reason for Leaving" should be treated as another subheading.

Background:
Include a brief description of responsibilities for the positions held. Include at least two or three entries under each heading.

Interests:
Instead of writing "love to eat and watch sports," tactfully mention an interest in foods and list several sports.

References:
This heading should always be included even when writing only. "References available on request." The format of this resume is not balanced. Some items listed begin on the far left margin, while others are indented. Phrases are more efficient in a resume than complete sentences. A period should not be used unless ending a sentence; therefore, no periods should be found on a resume.

Resume II

Female

Resume of : Ms. Sissy Uptown
505 Rodeo Dr.
Beverly Hills, Texas 76159
(807) 336-9714

5 foot, 8 inches tall
120 pounds
blonde hair
brown eyes

Employment Objective:
Fashun Modal; available anytime (will skip school)

Education:
Royal High school
Praposed grad. date: May 1983

Work Experience:
none

Background:
The Shields' School of Modaling
Little Miss School of Eticutte
Bobbie Sue's School of Dance

Interest:
Modaling

Referances:
Suzann at Shields'
Linda at Shields'

Resume II: Corrections

Never use a nickname on a resume. Spell out "drive."

Give personal information only if it is pertinent to the job being applied for.

Employment Objective:
Many misspelled words. If she will skip school she might also skip work. A sentence continued on the next line should be single-spaced and indented.

Education:
"Proposed" is misspelled. "Graduation" should not be abbreviated.

Work Experience:
"Experience" is misspelled. Do not include a heading if there is nothing to go under it.

Background:
"Modeling" and "etiquette" are misspelled. To add more background, the student could have added any major contest she has entered or volunteer modeling she has done. She lists no extracurricular activities in school or the community. The employer may think she lacks desirable qualities.

Interest:
"Modeling" is misspelled. List other interests or hobbies not already indicated. Tell the potential employer everything you can about yourself in the available space.

References:
"References" is misspelled. If references are given on a resume, include the complete name of the person to be contacted, and a complete address. Give a reference's job title also.

The layout of this resume results in overcrowding at the top of the page and empty space at the bottom. Design so that the page looks balanced.

Resume III

RESUME

Name: Mr. Marlin Blain Bright, III
Address: 100 Smarthaven Drive
Briter, Texas 76333
Telephone: 216-123-9999

Employment Objective:
Lab technician assistant; available afternoons, weekends, and during school breaks

Education:

Starpoint Boys Academy	Proposed graduation: May 1983
	Courses: Two years advanced chemistry
	Calculus
	Trigonometry
	Greek
	Latin
	Honors: Freshman Outstanding Academic Student
	Outstanding Science Project Award
	Gradepoint average: 3.85

Background:

School Organizations	
National Honor Society	Parliamentarian, Secretary
Phi Beta Iota Honorary Fraternity	
Academic Science Society	Vice President
Track	Regional qualifier in high hurdles
Golf	
Soccer	Co-captain

Community Organizations

United Methodist Youth Fellowship

Explorer Scout

Interests:

Water and snow skiing, backpacking, reading, and sailing

References:

Supplied upon request.

Resume III: Corrections

This resume is correct in format. It could, however, be arranged differently and still be correct. The headings used could be centered if desired. Items listed under subheadings could be single-spaced rather than double-spaced, thus allowing more items on one page. Be careful not to overcrowd the page if using this method.

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Appendix

Questionnaire

General Information

TO THE STUDENT
This survey will help to identify interests and needs of male students enrolled in vocational home economics classes.

We are especially interested in YOUR opinions as a student in vocational home economics. Knowing what your interests and needs are, as well as what problems you may have in consumer and homemaking education classes, will be very helpful to teachers who plan future programs to meet the interests and needs of male students.

Please respond to the following statements. Put a check beside your answer(s) and supply additional information as requested.

ABOUT YOU THE STUDENT

1. Grade Level: _____9 _____10 _____11 _____12

2. Home economics courses in which you are now enrolled or have taken in the past.
   _____Hmk. I
   _____Hmk. II
   _____Hmk. III
   _____Summer Homemaking
   _____Home and Family Living
   _____Home Furnishings
   _____Home Management
   _____Child Development
   _____Consumer Education
   _____Home Nursing

3. Extracurricular activities you are involved in:
   _____Band
   _____Varsity sports
   _____Honor societies
   _____FHA/HERO
   _____Athletic organizations
   _____Theatre arts
   _____Others (Please name.)
   _____

4. Check the grades that you usually make:
   _____A to A- (90-100)
   _____B to B- (80-89)
   _____C to C- (70-79)
   _____D and Below (69 or below)

5. Employment Status: _____Employed _____Not Employed
   If employed, what is your job title? _____
   Hours you work per week: _____1-5 _____6-10 _____11-21 _____21-30 _____31-40

[1]Camille G. Bell and Gloria E. Durr, *Making Home Economics Relevant to Males.* Distributed by Home Economics Instructional Materials Center, Lubbock, TX.

6. Marital Status: _____Married _____Single

7. Ethnic Heritage:
_____Black _____Mexican-American _____German-American
_____White _____Asian _____Native-American
_____Other (specify) _____

ABOUT YOUR FAMILY

8. Family Household Members:
_____Mother
_____Father
_____Stepmother
_____Stepfather
_____Grandmother
_____Wife
_____Your Own Children
_____Total Number of Family Members in Your Household
_____Grandfather
_____Male guardian or foster parent
_____Female guardian or foster parent
_____Brothers
_____Sisters

9. Parent's Occupation:
Mother _____
Father _____

OTHER QUESTIONS

10. Have you been unable to enroll in a consumer and homemaking education course in the past?
_____Yes _____No If yes, explain reasons.
_____

11. What influenced you to enroll in home economics?
_____Personal need
_____Personal interest
_____Friend
_____Teacher
_____Family member
_____Other (Please explain below.)
_____
_____

12. What is your career choice? _____

Part A

DIRECTIONS
Please respond to the following statements about your consumer and homemaking education classes. Using the numbers on the scale below. CIRCLE your reaction to each statement.

1- Disagree
2- Somewhat disagree
3- Undecided
4- Somewhat agree
5- Highly agree

1.	The facilities of the consumer and homemaking education department are adequate to teach both males and females.	1	2	3	4	5
2.	My friends recognize consumer and homemaking education as an important way to prepare for living in today's world.	1	2	3	4	5
3.	I am able to use at home or on the job the information that I have learned in consumer and homemaking education classes.	1	2	3	4	5
4.	I expect to be able to use the information that I have learned in consumer and homemaking education classes in my future home or job.	1	2	3	4	5
5.	Consumer and homemaking education classes emphasize the increasing responsibilities that males are taking at home and with children and the increasing responsibilities that females are taking outside the home, at work, and in the community.	1	2	3	4	5
6.	It is acceptable for males to take consumer and homemaking education courses in my school.	1	2	3	4	5
7.	My family feels that what I study in consumer and homemaking education classes is appropriate for males.	1	2	3	4	5
8.	Students in my consumer and homemaking education classes see males and females as being equally capable in doing household and child care tasks.	1	2	3	4	5
9.	Learning materials such as books, films, pamphlets, bulletin boards and other materials show males doing a variety of household tasks.	1	2	3	4	5
10.	Room decorations and furnishings in the homemaking classroom are appropriate for males as well as females.	1	2	3	4	5
11.	Home economics job opportunities are emphasized for both males and females in consumer and homemaking education classes.	1	2	3	4	5
12.	Male pronouns (he-him-his) are used as often as female pronouns (she-her-hers) in classroom conversations.	1	2	3	4	5
13.	Male pronouns (he-him-his) are used as often as female pronouns (she-her-hers) in learning materials used in consumer and homemaking education classes.	1	2	3	4	5

14.	Similar expectations are held for males and females in the performance of tasks related to the occupation of homemaking.	1	2	3	4	5
15.	My family members recognize and accept the increasing responsibilities that males are taking at home and with children, and the increasing responsibilities that females are taking outside the home, at work, and in the community.	1	2	3	4	5

Part B

DIRECTIONS
Using the numbers as explained below, evaluate how important each of the following topics is to you in consumer and homemaking education courses. PLEASE CIRCLE the appropriate number.

1- Not important
2- Little importance
3- Some importance
4- Important
5- Very important

HOME MANAGEMENT AND CONSUMER EDUCATION

1.	Development of a spending plan.	1	2	3	4	5
2.	Development of good shopping habits and practices.	1	2	3	4	5
3.	Evaluation of my personal spending habits.	1	2	3	4	5
4.	Independence in shopping.	1	2	3	4	5
5.	Plans for family finances.	1	2	3	4	5
6.	Family financial record.	1	2	3	4	5
7.	Wise buying.	1	2	3	4	5
8.	Wise use of banks and banking services.	1	2	3	4	5
9.	Family investment-savings insurance and security plans.	1	2	3	4	5
10.	Evaluations of personal income tax forms.	1	2	3	4	5
11.	Preparation of personal income tax forms.	1	2	3	4	5
12.	Laws that affect and protect shoppers/consumers.	1	2	3	4	5
13.	National economy and the consumer.	1	2	3	4	5
14.	Meaning of home management.	1	2	3	4	5
15.	Family problem solving.	1	2	3	4	5
16.	Decision making.	1	2	3	4	5
17.	Efficient use of time.	1	2	3	4	5
18.	Efficient use of energy.	1	2	3	4	5
19.	Efficient use of money.	1	2	3	4	5
20.	Family use of resources (time, energy, money) to achieve goals.	1	2	3	4	5
21.	Development of group goals.	1	2	3	4	5
22.	Effects of values (what families believe is important) on family problem solving.	1	2	3	4	5
23.	Development of standards.	1	2	3	4	5
24.	Organization of the home for efficient use.	1	2	3	4	5
25.	Daily/weekly/seasonal care of the home.	1	2	3	4	5
26.	Care of outdoor home areas.	1	2	3	4	5
27.	Career opportunities in home management and consumer education.	1	2	3	4	5

FAMILY LIVING

28.	Personal needs of individiuals (physical, mental, emotional).	1	2	3	4	5
29.	Development of personality.	1	2	3	4	5
30.	Personal values (what I believe is important) and how they affect my behavior.	1	2	3	4	5
31.	Development of a moral code of behavior.	1	2	3	4	5
32.	Development of strong character.	1	2	3	4	5
33.	Appreciation of myself as a person (self-concept).	1	2	3	4	5
34.	Relationships with my parents/guardians.	1	2	3	4	5
35.	Relationships with my brothers and sisters.	1	2	3	4	5
36.	Development of independence from my parents/guardians.	1	2	3	4	5
37.	Relationships with friends of the same sex.	1	2	3	4	5
38.	Relationships and behavior codes for dating.	1	2	3	4	5
39.	Participation in school clubs and extracurricular activities.	1	2	3	4	5
40.	Particitpation in community groups and activities.	1	2	3	4	5
41.	Family sharing of rights and responsibilities.	1	2	3	4	5
42.	Understanding older family members.	1	2	3	4	5
43.	Entertainment of friends.	1	2	3	4	5
44.	Roles of family members.	1	2	3	4	5
45.	Personal philosophy of life.	1	2	3	4	5
46.	Becoming a mature person.	1	2	3	4	5
47.	Personal goals for the future.	1	2	3	4	5
48.	Preparation for marriage.	1	2	3	4	5
49.	Selection of a mate.	1	2	3	4	5
50.	Role as a community member and citizen.	1	2	3	4	5
51.	Family problems, crises, stresses.	1	2	3	4	5
52.	Community services and organizations that serve families.	1	2	3	4	5
53.	Selection and preparation for an occupation.	1	2	3	4	5
54.	Successful marriage characteristics and reasons for.	1	2	3	4	5
55.	Love relationships and behavior codes in engagement.	1	2	3	4	5
56.	Relationships between employers and employees.	1	2	3	4	5
57.	Marriage laws and customs.	1	2	3	4	5
58.	Preparation for singlehood.	1	2	3	4	5
59.	Changes in the world that affect families.	1	2	3	4	5
60.	Role of the family in the community.	1	2	3	4	5
61.	Families different from my own.	1	2	3	4	5
62.	Families of other cultures.	1	2	3	4	5
63.	Career opportunities in family services.	1	2	3	4	5

HOUSING AND HOME FURNISHINGS

64.	Types of housing for families (individual dwelling, apartment, mobile homes, duplex, condominium).	1	2	3	4	5
65.	Meaning of housing for families.	1	2	3	4	5
66.	Evaluation of quality in housing.	1	2	3	4	5
67.	Financial and legal decisions in securing housing.	1	2	3	4	5
68.	Selection of housing according to family needs and values.	1	2	3	4	5
69.	Housing design and architectural types.	1	2	3	4	5
70.	Home maintenance and repair.	1	2	3	4	5
71.	Landscaping home sites.	1	2	3	4	5
72.	Safety in the home.	1	2	3	4	5
73.	Career opportunities in housing and home furnishings.	1	2	3	4	5
74.	Home renovation and remodeling.	1	2	3	4	5
75.	Care of outside areas of home.	1	2	3	4	5
76.	Family sharing of responsibilities for home care.	1	2	3	4	5
77.	Costs of housing–financing, taxes, insurance, upkeep, repair.	1	2	3	4	5
78.	History and trends in housing design and architecture.	1	2	3	4	5
79.	Selection of housing site.	1	2	3	4	5
80.	Evaluation of floor plans.	1	2	3	4	5
81.	Legal considerations in renting/buying housing.	1	2	3	4	5
82.	Housing for the future.	1	2	3	4	5
83.	Energy conservation in the home.	1	2	3	4	5
84.	Furniture construction, finishing, and renovation.	1	2	3	4	5
85.	Design, selection, and purchase of home furnishings and furniture.	1	2	3	4	5
86.	Arrangement of home furnishings and accessories.	1	2	3	4	5
87.	Selection and care of household fabrics (draperies, upholstery).	1	2	3	4	5
88.	Home furnishings design.	1	2	3	4	5
89.	Care of home furnishings (furniture, draperies, upholstery).	1	2	3	4	5
90.	Selection of window treatments.	1	2	3	4	5
91.	Selection and care of floors, walls, and ceilings.	1	2	3	4	5
92.	Planning for and selection of lighting in the home.	1	2	3	4	5
93.	Home accessories selection, arrangement, creation, construction.	1	2	3	4	5
94.	Selection, care, and use of equipment for the home.	1	2	3	4	5
95.	Drapery construction.	1	2	3	4	5
96.	Kitchen planning.	1	2	3	4	5
97.	Planning for other work areas in home (laundry, sewing, hobby).	1	2	3	4	5

CHILD DEVELOPMENT

98.	Basic needs of young children–physical, emotional, social, intellectual.	1	2	3	4	5
99.	Babysitting skills.	1	2	3	4	5
100.	Patterns of growth (preschool through adolescence).	1	2	3	4	5
101.	Guidance of children's play.	1	2	3	4	5
102.	Moral development of young children.	1	2	3	4	5
103.	Safety for young children.	1	2	3	4	5
104.	Selection of play equipment for young children.	1	2	3	4	5
105.	Children with special needs–gifted and handicapped (physically, emotionally, mentally).	1	2	3	4	5
106.	Career opportunities in child development and child care services.	1	2	3	4	5
107.	Discipline of young children.	1	2	3	4	5
108.	Community child care and developmental services.	1	2	3	4	5
109.	Preparation for parenthood.	1	2	3	4	5
110.	Planning and preparation of meals and snacks for children.	1	2	3	4	5
111.	Selection and care of clothing for children.	1	2	3	4	5
112.	Plans for and arrangement of housing space for children.	1	2	3	4	5
113.	Health and safety habits for children.	1	2	3	4	5
114.	Professional medical care for children.	1	2	3	4	5
115.	Caring for the sick child.	1	2	3	4	5
116.	Handling emergencies with young children.	1	2	3	4	5
117.	Costs of rearing children–food, clothing, housing, education, recreation, medical care.	1	2	3	4	5
118.	Selection of play equipment for children.	1	2	3	4	5
119.	Family planning.	1	2	3	4	5
120.	Preparation for a baby in the home.	1	2	3	4	5
121.	Prenatal and postnatal care of mother and infant.	1	2	3	4	5
122.	Prenatal development of baby.	1	2	3	4	5
123.	Birth of baby.	1	2	3	4	5
124.	Daily care of newborn infant.	1	2	3	4	5
125.	Nutritional needs of children.	1	2	3	4	5
126.	First aid and emergency treatment of young children.	1	2	3	4	5
127.	Development of daily routines for infants and young children.	1	2	3	4	5
128.	Educational needs of the preschool child.	1	2	3	4	5

FOOD AND NUTRITION

129.	Career opportunities in foods and nutrition, and related food services.	1	2	3	4	5
130.	Importance of nutrition to good health.	1	2	3	4	5
131.	Use of food and various nutrients in the body.	1	2	3	4	5
132.	Nutritional needs of family members from infancy to old age.	1	2	3	4	5
133.	Sanitation in the kitchen.	1	2	3	4	5
134.	Organization and use of kitchen equipment.	1	2	3	4	5
135.	Safety in the kitchen.	1	2	3	4	5
136.	Daily food patterns and habits.	1	2	3	4	5
137.	Food buying.	1	2	3	4	5
138.	Family meals–planning and management.	1	2	3	4	5
139.	Meals for special occasions.	1	2	3	4	5
140.	Table setting, service, and manners.	1	2	3	4	5
141.	Preparation of food.	1	2	3	4	5
142.	Kitchen planning, organization, and management.	1	2	3	4	5
143.	Selection, use, and care of kitchen equipment.	1	2	3	4	5
144.	Consumer protection in food and nutrition.	1	2	3	4	5
145.	Food habits and customs.	1	2	3	4	5
146.	Food fads and fallacies.	1	2	3	4	5
147.	Foods of various cultures and heritages.	1	2	3	4	5
148.	Special food needs–children, expectant mothers, aged.	1	2	3	4	5
149.	Special diets.	1	2	3	4	5
150.	Food additives.	1	2	3	4	5
151.	Production and distribution of food from grower to shopper.	1	2	3	4	5
152.	Food advertising.	1	2	3	4	5
153.	Laws affecting safety of food.	1	2	3	4	5
154.	Planning and preparation of family meals.	1	2	3	4	5
155.	Serving meals to meet family needs and standards.	1	2	3	4	5
156.	Commercial food preservation.	1	2	3	4	5
157.	Home food preservation.	1	2	3	4	5
158.	Food technology in the future.	1	2	3	4	5
159.	Gourmet meals and foods–plans, preparation, service.	1	2	3	4	5
160.	Foreign foods–plans, preparation, service.	1	2	3	4	5
161.	Use of convenience foods.	1	2	3	4	5
162.	Changing food habits to gain or lose weight.	1	2	3	4	5
163.	Chemical and physical properties of food.	1	2	3	4	5
164.	Community nutritional programs and services.	1	2	3	4	5
165.	Food budgeting.	1	2	3	4	5
166.	Consumer and food protection agencies and groups.	1	2	3	4	5
167.	Food for emergencies.	1	2	3	4	5

CLOTHING AND TEXTILES

168.	Wardrobe planning–personal life, college, or on the job.	1	2	3	4	5
169.	Care of clothing.	1	2	3	4	5
170.	Selection of clothing.	1	2	3	4	5
171.	Grooming.	1	2	3	4	5
172.	Design in fashions for men and women.	1	2	3	4	5
173.	Basic clothing construction procedures.	1	2	3	4	5
174.	Selection of fabrics for clothing construction.	1	2	3	4	5
175.	Clothing purchases.	1	2	3	4	5
176.	Personal clothing budgeting.	1	2	3	4	5
177.	Career opportunities in clothing and textiles.	1	2	3	4	5
178.	Family clothing planning.	1	2	3	4	5
179.	Budgeting for family clothing.	1	2	3	4	5
180.	Skills in shopping for clothing.	1	2	3	4	5
181.	Advertising and labeling in textiles and clothing.	1	2	3	4	5
182.	Evaluation of quality in clothing.	1	2	3	4	5
183.	Clothing industry.	1	2	3	4	5
184.	Construction of fabric.	1	2	3	4	5
185.	Fabric finishes.	1	2	3	4	5
186.	Characteristics of various fibers.	1	2	3	4	5
187.	Changing fashions.	1	2	3	4	5
188.	Advanced clothing construction.	1	2	3	4	5
189.	Pattern alteration.	1	2	3	4	5
190.	History of fashion.	1	2	3	4	5
191.	Clothing customs of various cultures and heritages.	1	2	3	4	5
192.	Meaning of clothing and fashion–social, cultural, psychological.	1	2	3	4	5
193.	Consumer protection in textiles and clothing.	1	2	3	4	5
194.	Laws affecting textiles and clothing.	1	2	3	4	5
195.	Selection, use, and care of clothing construction equipment.	1	2	3	4	5
196.	Tailoring principles	1	2	3	4	5
197.	Creative recycling of clothing for the family.	1	2	3	4	5